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ABSTRACT

Based on interviews with seven counselors at 2-year colleges in New York, survey responses from six 2-year-college counselors throughout the country, and a review of literature, a plan was created for a career planning and development program for 2-year colleges. Counselors recognized the following needs: career planning for part-time students; special consideration for older adult students; greater resources for career planning and development; more time for career counseling by counselors (academic counseling to be taken care of by faculty); weekend workshops for faculty and counselors to learn how they can supplement each other's efforts; better use of assessment instruments; closer cooperation between career counseling and job placement; and separation of the career and personal counseling function. The career planning and development program suggested includes the following features: a career center; a career library; classroom courses in career planning and development; use of computers in career planning and development; interviews and discussions with persons in various occupations; assessment instruments and remedial education; workshops and seminars; small group discussions; cooperative work experiences; course changes when needed by students; transfer counseling; community outreach; exit counseling; follow-up studies of leaving and graduating students; and annual evaluation. Appendixes to the study include a model for the synthesis of career and leisure counseling, a student occupational plan outline, a professional career development program, an individualized career development network model, and a computer-based career guidance system. (KC)

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CAREER PLANNING AND DEVELOPMENT PROGRAMS
FOR TWO-YEAR COLLEGES

A. A. HAFER
MAY 5, 1982

This paper was prepared for ECPY 697 in the Counseling Curricula of the State University of New York at Albany.

This independent study on career planning and development in 2-year colleges was under the supervision of Professor H.R. Howes, Jr. of the Department of Counseling Psychology and Student Development, School of Education.

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PREFACE

The objective of this paper is to present a Career Planning and Development Program suitable for medium size two-year colleges. To achieve this objective a comprehensive literature search on this subject was conducted using the ERIC data base, as well as the resources of the Library at the State University of New York at Albany.

In addition to a review of the most recent literature, the practical aspects of this subject were explored by conducting interviews with Career Counselors/Job Placement Officers at the seven two-year colleges located in the Albany Capital Area. Mail responses to a questionnaire, developed for this study, were received from six other two-year colleges located in various parts of the United States.

Appreciation is expressed to the following for their participation in the interview portion of this study.

<u>College</u>	<u>Interviewee</u>	<u>Position</u>
Adirondack Community College Glens Falls, N. Y.	Beth Ann Faller	Counselor
Junior College of Albany Albany, N. Y.	Richard A. Naylor	Director of Career Services
Cobleskill College, SUNY Agricultural & Technical College Cobleskill, N. Y.	Wayne Morris Nancy Ann Burton	Counselor Director of Placement
Columbia-Greene Community College Hudson, N. Y.	William Mathews	Counselor
Hudson Valley Community College Troy, N. Y.	J. Willard Doran	Director, Counseling & Testing
Maria College Albany, N. Y.	Pat Rhodes	Counselor
Schenectady County Community College Schenectady, N. Y.	Thaddeus Raushi	Counselor

In addition to the interviews indicated above, a questionnaire was mailed to 17 two-year colleges with the following geographical dispersion.

<u>Area of U.S.</u>	<u>Questionnaires Sent Out</u>	<u>Questionnaires Returned</u>
Northeast	2	1
Southeast	7	3
Midwest	4	1
Southwest	2	1
West	2	0
Total	17	6

The community colleges selected for interview were all public except for Maria College which is a two-year college sponsored by the Religious Sisters of Mercy of Albany, Roman Catholic Church. All but two of the colleges which received mailed questionnaires were private two-year colleges affiliated with various religious denominations. It was desired to see if there were common or dissimilar patterns in career planning between the public and private religious two-year colleges. Peterson's Annual Guide to Undergraduate Study 1982 was used to screen and select the colleges, based upon the following criteria:

- 1) Two-year college
- 2) Geographical dispersion as indicated previously
- 3) Religious affiliation
- 4) The larger size colleges in the geographical area with 500 students or larger.
- 5) Peterson's Guide stated that the college provided career services.

An initial mailing was made to the 17 colleges selected with a follow-up mailing three weeks later. The colleges and responding individuals to the mailed questionnaire are listed below:

<u>College</u>	<u>Affiliation</u>	<u>Survey Respondent</u>	<u>Position</u>
Anderson College Anderson, S.C.	Independent Baptist	Robert L. Richardson	Counselor
Brewton-Parker College, Mt. Vernon, Georgia	Independent Baptist	Vance Rhoades	Counselor
Greenville Technical College, Greenville, South Carolina	Public-State & County	Yvette W. Smith	Career Counselor
College X Southwest	Public-State & County	Did not grant permission to identify college but completed questionnaire.	
Springfield College in Illinois, Springfield, IL	Independent Roman Catholic	Marilyn Moquin	Counselor
Trocaire College Buffalo, N. Y.	Independent Roman Catholic	Betty Corcoran	Director, Career Planning and Placement

The effort of the above individuals in completing the questionnaire is greatly appreciated.

The information contained in this study on the DISCOVER II interactive computer career guidance and information system was provided by Neil C. Brown, Jr., Dean For Student Affairs, SUNY-Albany. This recent material added substantially to the study. Dean Brown graciously gave of his time to discuss past and current investigations conducted by the State University of New York relative to computerized career guidance systems.

NEED FOR CAREER PLANNING

Kuhlman-Harrison and Neely (1981) indicate that one of the most critical challenges to our educational system today is to provide an effective system of education that will facilitate the transition of youth from school to work. There were 3.7 million young people in 1970-1971 who left formal education. Of these, 2.5 million lacked adequate skills to enter the labor force at a level compatible with their potential and many left with no marketable skills. Unemployment of youth is one of the nations persistent labor problems. Career education in our industrial occupational society should function together with industry to meet the students' employability needs.

Many youth continue to enter the labor market with minimal and often erroneous information about work preparation, entry, retention and satisfaction according to Drier (1980). The available career information is not usually assembled for ready use in our schools and too often the information that is used tends to have little relevance to the specific local setting or is out of date or incomplete.

In his book, Future Shock, Alvin Toffler warns that with the rapidly evolving labor market it would be necessary for an individual to change jobs and job skill areas four to six times during an adult 20 to 30 year work cycle. The National Academy of Sciences has stated "Because individuals can expect to shift occupations several times during their working lives, it is important to design vocational curricula that provide a useful basis for occupational versatility...vocational-education programs should teach multiple and generalizable skills that will prepare people better for mid-career changes." (Eliason, 1979, Article 1)

Marlowe (1981) states, "The need for a systematic career counseling process is more evident today than ever before. Increased mobility, technological advancements, affirmative action programs, and a maturing work force have altered the traditional stereotype of the worker who chooses a particular vocation and pursues it until retirement. In the past, the focus on career planning has rested primarily with counselors assisting young adults through testing and vocational guidance. Within the last 5 years, however, researchers have increased their attention to subsequent adult development and its interface with career growth. This change in focus comes at a time when the role of work in peoples lives is being actively questioned." Tiedeman, Rutledge & Tiedeman (1979) state that, "The community college is challenged to create its career education program to meet the special needs of a diverse clientele. Students in all stages of the life cycle come to the college, which must respond to both adolescents who are completing the psychosocial crisis of identity, as well as the adult who are in three more of Erikson's life stages: intimacy in young adulthood, generativity in adulthood and integrity in older age."

In a study made by Chorvinsky (1975), the time of 510 students choosing a vocational role was as follows:

- Choice made before high school - 7%
- Choice made during high school - 40%
- Freshman year in college - 34%
- Sophomore year in college - 8%
- Junior year in college or later - 17%

The community college therefore has the opportunity to influence more than half of their students relative to possible careers. In addition there are 40 million adult Americans who are thinking about changing jobs or professions and only 37% of these adults are aware of career guidance services. (Berner 1979). The community college has the opportunity of providing this valuable and vital service to the community and this will be beneficial to both the adults in the community and to the college by enhancing its usefulness in the overall community scheme.

COMMUNITY COLLEGE GOALS

In 1972 the United States Office of Education identified career education as a priority goal for the American school system. (Herr & Watts 1978). The community college is in a strategic position to fulfill this need as it stands as the primary link between the public secondary school system, local industry, business and government. In a study conducted by the American Association of Community and Junior Colleges, in 1979, it states that "Education for work has long been a goal of community and junior colleges, which traditionally have combined academic and vocational training. These colleges, now responsible for more than 1/3 of all post secondary students in the country, are being examined today with heightened interest for their ability to meet the career expectations of students." The survey conducted in preparing this paper indicates that an entering freshman can generally count on receiving information on career options, job trends, and available jobs, along with help in planning career goals and selecting courses to meet these goals.

Eight functions or goals of a community college according to Kester (1974) are:

- Transfer function
- Terminal function
- General education function
- Continuing education function
- Student personnel function
- Community services function
- Cooling-out function
- Protection by the community college of the selective interests of the other segments of higher education.

Seven of the eleven objectives listed in the catalogue of the Schenectady County Community College respond directly to the above goals as follows:

- "To serve equally full time, part time, day and evening students

- To provide adequate testing programs
- To improve the advisement and placement of students
- To provide a means of remedying academic deficiencies which might block a student's further advancement.
- To make available both general and academic counseling for both full and part time students.
- To relate the world of study to the world of practical application.
- To provide education for both immediate employment, responsive to the job market, and for further education at a higher level.
- To offer opportunities to test the field of higher education on a part time basis before a full commitment is made as to program or time."

The community college should be more responsive to local employment opportunities as compared to the 4-year college, which typically serves a much broader geographical area. It needs to maximize the relationship of its educational curricula to employment opportunities for their graduates. (Ratcliff, 1974).

CAREER EDUCATION IN COMMUNITY COLLEGES

In 1977 Kenneth Hoyte, then Director of Career Education in HEW stated that "So far as I know, comprehensive, bonafide career efforts are extreemly rare in community college settings today." Hoyte acknowledges that bits and pieces of career education programs do exist in most colleges. Progress has certainly been made in the area of career education since 1977 but most community colleges would agree that they still have potential for major advances in career education. In 1979, Menning and Whittmayer indicated that economic conditions at that time and forecasts for the future plus a sense of declining utility of formal college education were resulting in greater levels of academic and occupational indecision among college students. As a result, the traditional advising system were then, and are even more-so today, hard pressed to accommodate the growing numbers of students with career guidance needs. "A variety of programs, based on research and evaluation of the student population, seems to be the best answer in meeting the needs of the greatest number of students. Such programs will maximize the employment portntial of graduates as well as increase student satisfaction with the quality of their education." According to Speegle, (1976) the purpose of career education should be "to expose young people to a wide variety of occupational areas, make them aware of areas they may not be aware of, to develop an interest about careers that the student may want to investigate." Muchmore (1975) states that, "Too many people feel that career education is a synonym for vocational-technical education." As will be shown in the next section of this paper, career education has a much wider scope.

Hoyt (1977) indicates that career education in the community college should include:

1. Internal change by the staff members to recognize what career education is.
2. Recognize past and present contributions of the K-12 public education system.
3. Include the many important community segments e.g. Boy Scouts, Junior Achievement, industry, labor unions, service clubs, etc.

4. Use of the community as a learning laboratory for the community college student.

A subset of career education is discussed by Hoyt (1978) as "Occupational education, as a major entity on the community college campus, came into existence primarily for purposes of equipping students with specific entry level vocational skills that will enable them to gain employment." Hoyt (1978) also contends that "There is an increasing awareness of the importance of career education in continuing education, but no corresponding awareness for undergraduate programs". The advantages of implementing a successful career education program at the community college level can be attributed to:

- The students have both the maturity and readiness to make meaningful career decisions.
- The students are old enough so that they are not hampered by labor laws relative to seeking work experience in the broader community.
- The receptivity of students at this age to career education is high.

Community colleges also perform an important service in reaching mid-life persons who can be greatly helped as they return for career recycling, personal and family enrichment, and retraining for skills to use in upgrading present jobs. (Tiedeman, Rutledge & Tiedeman, 1979).

There is also growing recognition that in career education the student must make the decision or choice. Guidance focuses on assisting students both individually and in groups to assume responsibility for making their own educational and vocational career decisions. (Blai, 1979).

Other studies have concluded the following:

- "Occupational information should be included in the regular curricula." (Ratcliff, 1974).
- "Career education should blend vocational education, general education and transfer education into a new curricular design." (Muchmore, 1975).
- "Career education is a lifelong process which links all stages of education and life." (Hoyt, 1977).
- "Students in community colleges and vocational technical schools, because of the diversity of their ages, means, and goals, require special programs and special assistance in career planning and exploration." (Wollman, 1975).
- "Career education is alive at the college level but who knows how well." (Swinney and Borman, 1977).
- "Vocational interests appear to be a dynamic phenomenon subject to change with experience." (Petrik, 1969).

Prediger, 1981, states that career exploration programs have rapidly become an important part of the school curricula. Students are searching for satisfying careers - not just a job. Therefore, job information alone is no longer sufficient in providing the information to the students that they need to make successful career choices. Prediger, (1980) also points out that career choice is seen as a continuous development process.

Slater (1978) feels that there are three kinds of activities desirable in a career education program.

- Activities that create career awareness
- Activities that give opportunity for career exploration
- Activities that provide career preparation in the specific skills required by occupations of interest.

A recent study by Reardon, Zunker and Dyal (1979) in 302 colleges throughout the country found that 68% thought that the future of career planning services at their institution would receive higher priority.

COMMUNITY COLLEGE ATTRACTION AND RETENTION OF STUDENTS

A compelling reason as to why community colleges should have a career education program is that such a program will attract students to the community college. In a 1979 study by the Johnson County Community College it was found that the top reason that students selected this specific college was because of its reputation of having a good career program (61.1% of the students surveyed). This study found that students appeared to be highly oriented toward career goals. "They were interested in learning more about career choices and were likely to consider career programs in making their choice of a college." Robbins (1977) thinks that a good community college should recognize the varied needs of its students and inject enough options to allow for individual choice. In a study by Morgan (1979) of community college attrition rates he discusses a career developmental effort as well as remedial education to retain students through the full course. Hoyt (1978) also contends that career education emphasis on campus will probably result in a reduction of college dropouts. Menning and Wittmayer (1979) also make the point that institutions that wish to retain students to enroll in undeclared majors must make administrative provisions to encourage a variety of career assistance programs.

THEORIES AND DEFINITIONS OF CAREER PLANNING AND DEVELOPMENT

A review of the literature on Career Planning and Development (C.P.&D.) indicates that the precise definition or meaning of some of the more common terms used in this discipline is not always clear. Therefore, prior to reporting on the results of the literature and selected community college surveys, relative to the status of C.P.&D., the key terms will be defined.

The following basic terms as used in C.P.&D. or career education are given below.

Calling - Now generally used in the sense of one's regular business or profession. Tiedeman, Rutledge and Tiedeman (1979) discuss calling in the following way, "Webster's Third New International Dictionary (1971) (gives) four definitions of vocation directly associating vocation with a calling by or of God to the fulfillment of a particular task or function in mind...The call we want to put into career is that which is experienced from within - the inner call...the response to one's inner voice is to be faithful to the law of one's own being. And whether the call is presumably addressed to us is

seemingly from God or social institutions, other persons, or whatever sort, it is the person who must intuit it, and take full responsibility of consequences of the response."

Career - "Ones progress through life - a profession or occupation", (Webster, source 1) "1) Course of a persons life, especially in one particular pursuit. 2) Notable or conspicuous progress or success in ones chosen calling; as, to make a career for oneself. 3) A profession or calling demanding special preparation and undertaken as a life work; as to follow diplomacy as a career," (Webster, source 2).

Employment - "1) Work; occupation." (Webster, source 1) "That which engages or occupies time or attention; also, an occupation, profession, or trade." (Webster, source 2).

Education - "1) Act or process of educating; discipline of mind or character through study or instruction; also, a stage of such a process or the training in it; as to receive a college education. 2) A science dealing with the principles and practice of teaching and learning. 3) Education is a general and formal word for schooling, especially in an institution of learning; training suggests exercises or practice to gain skill, endurance, or facility." (Webster, source 2).

Leisure Time - "1) Free time during which one may indulge in rest, recreation, etc." (Webster, source 1) "Freedom afforded by exemption from occupation or business; time free from employment. 2) Time free from engagement; hence, convenience; ease." (Webster, source 2).

Hoyt (1977) suggests that in the context of career education leisure time (unpaid work as well as paid employment) should be considered. Hoyt (1979) in discussing career education also suggests that in corroborative effort encouraging volunteerism can result in a better life style for employees of business/labor/industry while simultaneously helping the community college in its important role of career education. Bloland and Edwards (1981) also suggest that "Life style counseling, life work planning, career and life planning, and life/work planning are terms that are comprehensive enough to encompass both work and leisure as significant factors in life planning." They also point out however that life is so complex with a myriad of ramifications and unforeseen complications that for the community college to attempt to look at a paradigm which involves the full implications of "Life Planning" seems overly ambitious. However, they conclude that "career counseling and leisure counseling can be combined by using need-deprivation and compensatory-leisure theory as an integrative conceptualization."..."occupation alone may no longer be relied upon to meet psychological needs or provide a level of self-fulfillment."

Allan (1980) has a similar thesis relative to the importance of leisure in career guidance. He indicates that there are people who are not achieving satisfaction or identity from their work and are therefore turning to leisure for fulfillment for basic psychological needs. In addition leisure is achieving greater significance because of the increase in non-work time. Society is moving in the direction where the individual has a greater proportion of total life span where they may not be in paid employment. They are entering the workforce at a later age in many cases - not because of desire - and have a much

longer period after retirement where they could be making significant contributions to the society in unpaid employment. Rimmer and Kahnweiler (1981) also advocate career guidance as including "educational, occupational, and leisure choices since people are now looking to all three areas for fulfillment and satisfaction."..."The relationship among leisure time and work and other components of life should be a major ingredient of career guidance."

Norris, Zeran, Hatch and Engeltes (1972) clearly saw the trend of using leisure time to satisfy individual needs. They point out the importance of encouraging youth for creative leisure interests since they can "sample varied activities while they are still young"..."which then can be helpful when they retire from their paid employment."

Occupation - "That which occupies ones time; work, profession." (Webster, source 1) "That to which ones time is devoted or in which one is regularly or habitually engaged. A pursuit which is occupationally directed, especially voluntarily to a given end." (Webster, source 2)

Profession - An occupation requiring advanced academic training, such as theology, medicine, education, law, etc.

Vocation - "1) The career to which one feels he is called. 2) any occupation." (Webster, source 1) The more elevated term is often exactly equivalent to calling; but it may retain the suggestion to an employment to which is destined by nature or "called" by some higher power." (Webster, source 2) Tiedeman, Rutledge and Tiedeman (1979) have this to say about vocation, "Webster's Third New International Dictionary (1971), (gives) four definitions of vocation directly associating vocation with a calling by or of God to the fulfillment of a particular task or function in mind...The vocation which a person must anticipate is not only the progression of occupation, but it is also the way a person derives meaning repetitively from non-occupational as well as occupational activities as a life's work. Professional educators often refer to vocation in the context of training for an employable skill, such as in vocational/technical education. Church people tend to think of vocation in terms of an external "call" from a transcendent God either to the Christian faith, to the monastic life or to the ministry...if career is understood to mean course, particularly a course of continuing progress or passage, then vocation becomes those meanings which a person makes or discovers throughout a lifetime of working and living."

Work - "1) Effort exerted to do or make something. 2) employment; occupation. 3) to move, to proceed. (Webster, source 1) Exertion of strength or faculties to accomplish something." (Webster, source 2)

With the above definitions in mind we will now look at some of the early work in the general field of career planning and development (C.P.&D.). Parsons (1854-1908) is credited with being the father of the guidance movement according to Weinrach (1979). He initiated systematic vocational guidance in the United States. His approach today is known as the Trait-and-Factor approach. Three broad factors are necessary for systematic vocational guidance.

"(1) A clear understanding of yourself, your attitudes, abilities, interests, ambitions, resources limitations, and their causes. (2) A knowledge of the requirements and conditions of success, advantages and disadvantages, compensation, opportunities, and the prospects in different kinds of work; (3) True reasoning of the relations of these two groups of facts." (Weinrach, 1979, page 60). He also asserts that the three basic components to vocational guidance include testing, information giving and decision making through reasoning.

If we look at career planning and development (C.P.&D.) in the broad sense, there are many different factors which enter into the process. Some of these factors are discussed below.

Career Awareness - An article by Eliason (1979, Article 2) indicates that career awareness is one of the necessary modules for successful career education. Before a community college student can make realistic and wise decisions relative to careers the student must first be aware of what occupations are available, and what the requirements are in order to be successful in the various possible occupations. If a community college has a well structured and located Career Center this can be of major benefit in providing students with the resources necessary for their career awareness. Career preparation (vocational or educational training) in the community college is the specific academic program which students take so as to be prepared to enter the world of work in the specific career selected.

A study at UCLA (Miller, 1980) states that successful people indicated that they had a number of things in common as follows:

1. "They had a lot of different interests and experiences."
2. "They were able to take risks at critical times and make judgements about when and how to risk. They did not gamble but built a firm foundation for taking risk."
3. "They belonged to a number of different groups and networks. They stayed in contact with people who could be helpful to them."
4. "They developed specialized skills and knew how to make them special within a group."
5. "They found mentors or were able to catapult in their career in some special way."

The community college, in addition to teaching the importance of the above five factors, can contribute directly or indirectly to achieving the first four factors.

Career Aptitudes and Abilities - As part of the student's preparation process it is necessary for the student, with the assistance of the community college faculty and staff, to identify aptitudes and abilities and how they relate to different occupations.

Career Values - This includes personal traits as well as moral and spiritual values. The student needs to understand how his values relate to the requirements of the particular occupation. For example, if the student feels that a large amount of leisure time is important, then occupations requiring considerable overtime (casual or paid) should be recognized and presumably avoided.

If the student's moral or spiritual values are inconsistent with the requirements of a specific occupation, or with specific companies, then this should also be understood and factored into the decision making process.

Career Interests - The student may exhibit an interest in a career which is incompatible with aptitudes, abilities or values. This may be due to a lack of understanding on the part of the student which should be identified during the "career awareness" and "career exploration" process. Both Kester (1974) and Moore (1974) indicate that one of the functions of the community college is to assist students in a "cooling out" process where appropriate, but not influencing female students to avoid an occupation because of sex stereotypes. Moore (1974) defines cooling out as the "process of letting hopes down gently and unexplosively. It may be both deliberate and non-deliberate. The cooling out function is essential because it supports the interaction between the philosophy of democratic institutions and the necessity of selectivity."

Career Relationships - The community college has a broad range of students from those directly out of high school and not yet ready to form marital relationships, to older adults who may already be married and have a family. Close relationships may have a significant impact on career decisions. For example, if the spouse of the married student is opposed to moving from the locality, or is dissatisfied with their spouse's occupation which requires considerable travel, this should be factored into the career decision process.

Career Goals - The community college student needs to consciously establish goals relative to planned curricula, number of years education or training, occupation and leisure time pursuits. Without career goals a meaningful career plan cannot be prepared.

Career Tasks - In an article by Berner (1979) there is discussion of four phases of adult development with corresponding career tasks as follows:

<u>Developmental phase</u>	<u>Career tasks</u>
Early Adulthood (20-30 yrs.)	1. Exploration, choice and career commitment 2. Finding a mentor
Middle Adulthood I (30-45 yrs.)	1. Settling into a career 2. Seeking career goals 3. Breaking with mentor
Mid-Life Crisis (40-50 yrs.)	1. Dissatisfaction with career
Middle Adulthood II	1. Final effort to achieve career security 2. Slowing down of career activity

The community college has a major challenge in meeting the career tasks of a very diverse clientele. The recent high school graduate has considerably different career tasks than middle-aged adults who are either considering career change or new career goals. I do not agree with the last career task in the above table. Career activity may take another form or direction, but unless the individual has physical limitations, it appears more appropriate for the community college to challenge and motivate the student to continue career activity even into the retirement years. In this latter case the career task

may be associated with volunteer work in appropriate agencies or institutions. With proper preparation, work activity after 65 need be no less satisfying than the individual's previous paid occupation.

Career Exploration - Career exploration can occur both in workshops, seminars, career planning classes, the Career Center and in cooperative and work experience programs. If the community college works with local companies to provide either paid or unpaid assignments to their students, this provides students with unique opportunities for career awareness, exploration and decision making. According to Hoyt (1978) benefits accruing to students through a work experience program are:

- "1. A better understanding of interdependence of occupations.
2. A more diversified set of opportunities for career exploration.
3. Improved attitudes toward work as a valuable part of society.
4. A better understanding and appreciation of relationships between work and total lifestyle patterns.
5. Improved ability to communicate effectively with adult workers.
6. An increased motivation to learn subject matter taught in schools.
7. A more complete and realistic understanding of how a business organization operates.
8. An increased understanding and appreciation of the private enterprise system.
9. A better understanding of the ways in which their personal skills and abilities relate to the community needs for workers.
10. A better understanding of the concepts of competition in the labor market and stimulation to compete for jobs in the labor market.
11. A better understanding of the variety of career paths followed by adult workers during their working lives.
12. An opportunity to use adult workers as role models for career decision making."

Career Development - Community colleges have given considerable attention to career development. Ratcliff (1974) indicates that career development includes all efforts to assist the student in personal preparation for making realistic vocational choices from grade school through the community college. Job development in this context is the final transition into the world of work. Lee (1975) states that there are three types of career development courses which are:

- "1. Job oriented courses covering career choice factors, career information and job seeking techniques.
2. Occupational information courses emphasizing content and cognitive material.
3. Career dynamics courses designed to help students develop concrete learning skills which will enable them to gain insight and understanding into the relationship of self and the world of work. The career dynamics course emphasises the process rather than subject matter and involves students actively in the process of career identification."

The concept of one career for a lifetime is largely a myth. If the community college can assist students in understanding that there may be more than one career in a lifetime this should cushion job dissatisfaction which occurs in some individuals in middle age when they have perceived that they have topped out in their current job. Rather than remain as a disgruntled

employee for the remaining years of their employment, they should recognize the possibilities of either career change or retraining-reeducation to improve their promotional opportunities.

Tiedeman, Rutledge & Tiedeman (1979) in their article state that "Occupational development can be expected to progress during life through stages of exploration, transition, trial, maintainance, and decline. Super (1980) also indicates life stages of growth, exploration, establishment, maintainance and decline." Although these life stages are observable in many individuals, it is my contention that this need not be so until the individual has advanced to an old age - well beyond 70 or 75. It is interesting to note that the current President of the United States is over 70 and most of the ruling hierarchy in the USSR are well beyond 70. The community college has the opportunity of making an important contribution to the local society by espousing an evolving life stage process from paid employment into retirement and unpaid service which contributes to the betterment of society.

Mills (1970) "Considers three developmental paths of midlife which find expression in five common themes as follows:

1. Stockpiling in several ways
2. Changes in family or other relationships
3. Status changes as related to age and function
4. Impact of shared historical movements
5. The shift of advancement to productivity as a primary concern in work."

Osipow (1973) discusses Super's vocational development stages as follows:

- A. Exploratory stage
 1. Tentative substage
 2. Transition substage
 3. Uncommitted trial substage
- B. Establishment stage
 1. Committed trial substage
 2. Advancement substage

Career Guidance - Herr and Cramer (1979) suggest that "Goals for career guidance in higher education should be such that all types of career concerns and needs are addressed....In a truly comprehensive career guidance program, provision will be made to achieve the following goals:

1. Assistance in the selection of a major field of study
2. Assistance in self assessment and self analysis
3. Assistance in understanding the world of work
4. Assistance in decision making
5. Assistance with access to the world of work
6. Assistance in meeting the unique needs of various subpopulations."

Lee (1975) indicates that career guidance must be viewed as a developmental process continuing throughout life. In this context it examines the student's values and life styles prior to selecting career goals, developing decision making skills, selecting careers to enhance self development and selecting academic programs that are compatible with realistic career choices. He also

indicated that there is need for planned guidance curriculum and career development courses. These courses should support the concept of career planning as an ongoing process in work, in which personal values and life styles should be explored before career choices are made, development of skills and decision making, and use of information sources and job search strategies.

Jones (1977) suggests that a career guidance program should be an identifiable process to enable the student to explore, to prepare for, to select, to secure, and to progress in an occupation compatible with the student's needs, interests and abilities.

Career Decision Making - Peatling and Tiedeman (1977) suggest that the process of decision making as espoused in the Tiedeman and O'Hara paradigm has the following stages:

A. Anticipation

1. Exploration - considering a number of different alternatives or possible goals.
2. Crystalization - setting of thought of some durability and reliability.
3. Choice - of a particular goal and relevant field.
4. Clarification - elaboration and perfection of the image of the future.

B. Accommodation

1. Introduction - giving up an aspect of self to the group purpose with the result that the individual's goal and field become a part of the social system in which the person is implementing the desired solution to the individual's problem.
2. Reformation - The individual acts both upon the group goal and field to bring the group into greater conformance with the individual's modified goal and field.
3. Integration - The individual and the group both strive to keep the resulting organization of corroborative activity. Integration or comprehension is the development of meaning.

Career Choice - Norris (1976) suggests that career choice should lead to interim life goals that will allow success and growth. The career choice will hopefully be based upon the preceeding activities discussed above. At this point it would be hoped that the community college student would have enough understanding of career planning and development (C.P.&D.) that there would be recognition of the possibilities of modifying the career choice where necessary and appropriate. Modification of career goals would be in the context of a sound reiteration of the career decision process.

Career Action - Miller (1980) thinks that the mature student will be able to take risks at critical times and make judgements about when and how to risk. After making the career choice it is now necessary to implement an action plan for obtaining the first career goal or a job. This phase is normally known as job placement and will be discussed in the next section of this paper.

Career Entry - This is defined as entry into the vocation in accordance with the career goals which have been developed. If the career decision-making has been well conceived, the entry position should lend itself to the next phase of the career process which is advancement.

Career Advancement - Most people are ambitious and desire to advance in their selected occupations. A tangible evidence of advancement is salary increases over and above cost of living increases. Factors associated with advancement are increased responsibility and authority. In the case of hourly positions, advancement would be from lower grades of an occupation to higher grades such as a machinist who would progress from simpler machining operations to more complex and difficult operations requiring increased skills, judgement and planning. If we perceive advancement as being real and deserved, then this results in job satisfaction, motivation and actualization.

Career Mentor - Miller (1980) suggests that the individual can have career entry and advancement facilitated by a career mentor. This could be a manager in the company or industry where the individual has accepted a job. It is preferable to have a series of mentors rather than one individual. If a person becomes identified as the protege of one specific individual, and that individual leaves or is passed over, then the career mentor may become a liability.

Career Change - Berner (1979) indicates that "there are 40 million adult Americans who are thinking of changing jobs or professions." Unless these individuals understand the career planning and development (C.P.&D.) process, the possibility of career change can be very threatening and a destructive process. Hersey and Blanchard (1977) discussed the general subject of change in the framework of diagnosis and implementation. The diagnosis process has three steps; point of view, identification of problem(s) and analysis. If an individual decides to change careers, a systematic and well conceived structured approach to the above three steps is necessary. Many careers have been damaged at the mid-life point when the individual feels he or she is not progressing rapidly enough, and precipitates change just for the sake of change. For example, the individual may insist on transfer to another division, or change companies with a less than satisfactory result. After carefully proceeding through the above three steps on an objective basis, then the implementation stage requires equal attention. This involves identifying alternative career paths or transfer to another company division, etc., appropriate implementation strategies, anticipating probable consequences of each of the alternative strategies and then choosing a specific strategy with subsequent implementation. (Hersey and Blanchard, 1977, pgs. 274-277).

The community college can be a valuable resource to the business community and the individual in providing career planning and development (C.P.&D.) to mid life individuals considering career changes. Frequently the individual involved in this process may be emotionally involved so that the objective assistance of a career counseling organization in terms of personal counseling, workshops, seminars or groups can help to bring realism to the career change process.

Career Success - Too frequently we connote career success with salary, prestige, position and influence. Career success in its broadest sense should be viewed as the process of an individual being able to obtain self actualization in the total life process as postulated by Maslow. (Hersey and Blanchard, 1977, pg 32)

CAREER EDUCATION

Much has been written on the topic of career education. In 1974 the U. S. Office of Education officially adopted a comprehensive policy statement on career education as follows, "Career Education is the totality of experiences through which one learns about and prepares to engage in work as part of her or his way of living." (Herr and Cramer, 1979, pg. 36). Since that time both the federal and state governments have given a great deal of attention to the process of career education.

An article by Eliason (1979, Paper 2) indicates that career education improves career awareness, exploration, decision making, preparation, entry and advancement. Osipow (1973, pg 167) states that the goals of career education are to "Provide students with information about themselves and the educational-vocational world continuously so that it may become an integral part of them." Hoyt (1977) indicates that there are five basic elements of career education in the community college setting:

1. Consideration of community college educational goals.
2. Help the students acquire adaptability skills, (including work habits, work values, decision making skills, etc.)
3. Include unpaid work as well as paid employment. Include productive use of leisure time.
4. Career awareness, exploration, planning and decision making students should receive academic credit for career education programs. Total resources should be harnessed to the career education process including faculty participation, business, labor, industry and professional community members involvement in the career guidance process.
5. It should be built and operated within the framework of career development as a lifelong process. Career education is much needed on the campus of every community college."

Tiedeman, Rutledge & Tiedeman (1979) maintain that career education needs to insure that education in the college proceeds as an inquiry process whose purpose is to clarify activity that will fulfill a life design...The career program needs to capacitate adult clients with a structure and a process that can employ and perpetuate reassessment and revision of life's designs needed as experience warrants...the career education program must organizationally incorporate a cyclic process of collecting, analyzing and synthesizing data from clients and their communities...Career education in a community college should be to insure students' comprehension of what they are doing in the college and what they will seek to do upon their departure. In order to achieve this goal, a complete career education program must turn the college into a learning resource center. Only in this way can the process of education and career become one in the learner."

According to Speegle (1976) "Career education is a concept which conveys the belief that education should be preparatory for all persons, preparatory for those who will enter the world of work as well as those who will enter college. It calls for combining of formal educational experiences--the classroom with the reality of the world of work. It calls for orienting students for careers so that they will make knowledgeable and intelligent career choices. This is accomplished by making students aware of various

occupational groups or clusters of occupations. Career education attempts to show students that people work for a variety of reasons; economic stability, the economic means for developing talent, interest and use of leisure time, to contribute economically to the society in which we live, to gain satisfaction from a job well done, and to obtain pride and prestige in work. Career education includes the development of the awareness in and information about the many careers available, the individual in relation to where he or she may fit into the world of work, development of a good attitude toward work and society, and respect for workers in all areas of employment, prerequisite to selecting and preparing for a specific career...Career education encompasses educational services, i.e. academic instruction, vocational training, counseling and leadership development. Community colleges normally have the open door concept means for enrolling students whose readiness for the educational process varies substantively."

Still another comment about career education is given by Ratcliff (1974) who states "Career education deals with the psychological adaptations of the individual to the aspect of society often labeled the world of work... All education, general, liberal and technical and the world of work constitute a major segment of the social reality for individuals in our society."

Herr and Watts (1978) has this to say relative to career education. "Vocational education (for career preparation) is an important final segment of most American career education models - it may not now be possible to separate career education from vocational education in the minds of many people...In American models there is a propensity to confuse - self awareness and career planning with solving unemployment problems...to make a significant and enduring impact on education at large, career education must stand on a strong, explicit base of conceptual underpinnings...career education should be integrated into the overall educational process...Cooperative work experience may need to be developed if all students are to be exposed to the career education concept."

CAREER (LIFE) PLANNING AND DEVELOPMENT PROGRAM

In the context of this paper C.P.&D. embraces all of the items discussed above. Comments on the planning phase by Miller (1980) include "Career/life planning is a structured action oriented approach to studying and achieving career goals...One of the most important dynamics of career/life planning is to help students to see that they are in control of their own lives and they need to take responsibility for planning and making decisions...People need to develop planning and problem solving skills to handle change...Planning is defined as laying out a scheme or program, a course of action for making, doing or arranging something, a method of proceeding." Shertzer (1981) describes career planning as "Career planning includes gathering information about ourselves and about occupations, estimating the probable outcomes of various courses of actions and finally choosing alternatives that we find attractive and possible...Career planning involves problem solving skills."

It is recognized that few if any community colleges will have the resources necessary to conduct the broad program of career planning and development as described above. Each community college should, however, determine those areas which will be most beneficial to the clientele of the community college and compatible with the resources the community college may be able to muster for the Career Planning and Development Program (C.P.&D.). All community colleges should be able to carry out some or many phases of the C.P.&D. process.

CAREER (JOB) PLACEMENT

Career or job placement in the broad context of C.P.&D. would follow the career choice stage. In most community colleges career or job placement is in a separate office from career counseling or career guidance. It could be argued that career placement should be an office in the Career Planning and Development Department. Most community colleges probably do a more complete job in the career placement area than they do in the overall C.P.&D. area. This is the payoff area which can be easily measured and therefore can enhance the community college image in the local community. There are many excellent books covering the career placement process so this paper will not discuss these steps in any detail. Career placement normally involves the following four steps:

1. Job Search - Assuming the community college student has done his/her homework, and has worked through the steps in the previous sections, then the student should have a reasonably defined area for conducting the job search. In this phase of career placement, the student will identify prospective employers, learn all he can about these employers and zero in on one or more specific jobs. The student will work out a strategy plan for how best to sell his or her capabilities to the prospective employer. Suggestions for this phase of career placement are contained in Germann and Arnold (1980) Gerberg (1981) Bolles (1979) and the BLMI Report #12 by the New York State Department of Labor (1981).

2. Resume Preparation - Stephens, Watt and Hobbs (1979) suggest that the resume should be neat and error free. It should have high information content and be a single page if possible. The order of content should be personal data, education, work experience, awards and achievements, affiliations and references. Knouse, Tauber and Skonieczka (1979) suggest that use of a short term training effort by guidance counselors can increase the relevant information content in the first resume writing attempt of novice job applicants. The New York State Department of Labor (1981) has prepared an excellent publication relative to resume preparation along with several examples of good resumes.

3. Job Interviews - Most community colleges will have workshops on job interviewing as well as job search and resume preparation. There are also many good books on this subject such as; Berliner (1978), Molloy (1975), Molloy (1977) and Bolles (1977).

4. Job Placement - The Job Placement Office of the community college arranges to bring in outside companies who have job opportunities for graduates of the particular community college. This office will also have listings of job openings (part time and full time) as well as information giving tips relative to the job placement process. In some cases the community college has been able to arrange for the State Employment Service to come on campus one or two days a week to be available to answer student questions and provide the students with information.

5. Follow-up on Community College Job Placement Activities - Most community college Job Placement Offices do a good job in compiling statistics relative to the percent of graduates who either go on to 4-year colleges or are successful in obtaining employment in the field of their study. These reports give indication of how well the community college is doing in its C.P.&D. efforts. Brown and Feit (1978) has given suggestions relative to ways of follow-up to determine results of the job placement activities.

AVAILABLE CAREER PLANNING AND DEVELOPMENT MODULES

General - There is a plethora of C.P.&D. modules which have been developed by various professional organizations. Many of these modules are suitable for community colleges. Appendix A contains the outline of a model for the synthesis of career and leisure counseling by Gloland and Edwards (1981).

Appendix B shows the student occupational outline for the Pasadena City College (Green, 1975).

Appendix C shows nine professionally packaged career development programs (McClain, 1977).

Appendix D is a career development model currently in use at the Columbia-Greene Community College in New York. This is an optional 3-credit hour course given to the students of this community college. Bill Mathews, the Transfer/Career Counselor, is considering the incorporation of the SIGI (System of Interactive Guidance and Information) computer system as one of the modules in the Columbia-Greene Career Class.

THE CAREER PLANNING OFFICE GOALS, FUNCTIONS AND PERSONNEL

Jones (1977) recommends the following objectives for a career guidance program.

- " 1. To help a person plot a pattern of occupational life skills.
2. To determine skills and/or abilities in line with personal determined interest.
3. To examine key aspects of a person's temperament traits as they may affect career choices.
4. To provide information about labor market data and project manpower needs.
5. To assist students in choosing an appropriate college or training center and to help them to know curricula requirements.
6. To enable students to be aware of changing fields within industry as they are affected by technical, industrial, economic and political needs.
7. To provide career guidance, career information, and career counseling as a way of helping a person to determine a career choice in line with their abilities and interests and in an area of work for which there is a job need.
8. To administer and interpret a wide variety of tests if indicated as one of several sets of criteria either to measure ability, aptitude, achievement level, and temperament traits; however, being sure that the test is valid for the individual being measured.
9. To maintain, sustain and have easily accessible, for counselees use, an adequate vocational library covering late occupational data so essential to data needed for decision making.
10. To demonstrate an ability to organize all the information relevant to the individual's problem of career planning and to make the implications of these facts apparent.
11. To be aware of several problems of a social, emotional, physical or financial nature that may be blocking decision making and to refer as indicated to the appropriate resources.

12. To work supportively with a counselee as indicated in helping the person carry through career planning to its logical conclusion.
13. To aid an individual to build transfer skills (usable in any job situation, such as applications, interviews, resumes, work standards, etc.) that would lead to a mature, healthy approach to effective career planning and job finding.
14. To participate in "In-service programs" as a way of updating personal counseling knowledge and skills.
15. To be aware of local college and district-wide policies, and to carry through with dispatch on administrative requirements and mechanics in the interest of effective institutional (educational) planning.
16. To work cooperatively with other staff and the administration.
17. To participate in on-campus and off-campus activity as a means of providing for cultural and civic growth and development of the population served by the college.
18. To provide research data in determining needs for effective career planning and to keep accurate statistics and make said statistics available for staff so charged with the responsibility for research data.
19. To be aware of the right of the individual to make choices.
20. To be aware of the right of the individual to make mistakes.
21. To respect confidentiality of personal material revealed within the counseling relationship.
22. To assume responsibility to preserve for all persons a high level of integrity and dignity of being.
23. To be knowledgeable about community agency resources, on-campus services, district and policy requirements that may affect a person's planning.

The minimum for an effective career guidance program in a community college setting includes: (Jones, 1977).

- " 1. Counseling - self awareness, career awareness, training resources, labor market data, action to implement pursuit of goals.
2. Career and manpower data
3. Publicity
4. Community involvement
5. Industry-employer involvement
6. Administration involvement
7. Faculty involvement
8. Support services (personal services, placement, financial aid, peer counseling, tutoring, etc.)
9. Self assessment and other aptitude instruments
10. Referral contacts
11. Secondary school cooperation and articulation
12. Four-year college cooperation and articulation
13. In-service training for staff
14. Research (student followup).

Comprehensive service would include:

1. Cooperative education program
2. Employment placement services
3. Volunteer services
4. Career guidance classes offered for credit

5. Short, non-credit guidance seminars
6. Job acquisition skills
7. College articulation
8. Evaluation program
9. Where possible cooperative work programs are desirable and helpful."

According to Speegle (1976), the responsibilities of career counselors include:

- "1. Provide management type leadership in the area of informational development and delivery systems.
2. Develop and/or provide the human potential and leadership training and integrative programs and activities.
3. Develop programs and relationships and understandings among and between students and faculty.
4. Provide a certain amount of advocacy based on their broad contact with all components and aspects of the institution.
5. Formulate self awareness experiences and look realistically at assets and liabilities.
6. Develop an area of non-professional guidance cadre to assist Student Services with realistic occupational information.
7. Utilize instructional staff to assist with follow-up and interpretation of aptitude batteries.
8. Provide adult vocational guidance for persons displaced by technology."

The professional counseling staff of community colleges normally include professional counselors with MS in counseling. Resources do not normally permit enough counselors to carry out the comprehensive Career Planning and Development Program which should be conducted at a community college. It has therefore been proposed by Lee (1975) and Berner (1979) that paraprofessionals in such roles as tutors or companions to disadvantaged students, assist in freshman orientation, work on emergency phone service, counsel with students having study or adjustment to college problems, administer interest inventories and function as research or clerical assistants. In addition the paraprofessional counselors can assist the professional counselors in academic or career counseling, provide academic counseling to freshmen and staff the Career Resource Center. Peer counselors have also been suggested by Berner (1979) to deliver the needed services to larger numbers of people than the professional counselors can reasonably serve. The core requirement for the paraprofessional include:

- "1. Solid academic knowledge of current research on adults, including the theories of development, personalities, socialization processes and career needs.
2. Basic helping skills such as attending behavior, active listening, effective feedback and empathy.
3. Basic knowledge of current career counseling techniques, especially structured exercises useful for group counseling.
4. Opportunity for hands on supervised experience in delivering career services to adults."

Chaffey College of Alta Loma, California has developed the following specific program for their paraprofessional counselors (in addition to the core requirements).

- "1. Adult learning and development - 4 units
2. Educational and vocational planning - 2 units
3. Pure counseling skills - 2 units
4. Introduction to interviewing and counseling techniques - 2 units
5. Introduction to human services - 4 units
6. Supervised general work experience - 2,3, or 4 units."

This is a cooperative work-learn program. In addition, students would take 12 units of course work from the following classes:

1. Self-awareness - 1 to 4 units
2. Adjusting to divorce and separation - 3 units
3. Values clarification and goal setting - 2 units
4. Adult sexual issues - 2 units
5. Understanding sexual conflict - 2 units
6. Exploring male/female sex-roles - 2 units
7. Assertiveness training - 2 units
8. Employment planning - 1 or 2 units
9. What job do I want and how do I get it - 1 to 3 units
10. Introduction to psychology - 4 units
11. Personal and social awareness - 4 units
12. Developmental psychology: Childhood - 4 units
13. Developmental psychology: Youth and adulthood - 4 units
14. The psychology of adulthood and ageing - 4 units
15. Introduction to gerontology - 4 units.

ASSESSMENT INSTRUMENTS SUITABLE FOR USE IN A COMMUNITY COLLEGE CAREER PLANNING AND DEVELOPMENT PROGRAM

There are a number of assessment instruments which are useful and suitable for use in the C.P.&D. process at the community college level. This paper omits discussion of this topic because the author has prepared a companion paper on the subject of the Community College Career Planning Assessment Instruments.

CAREER PLANNING AND DEVELOPMENT COMPUTER SYSTEMS

According to Sampson and Stripling (1979) career guidance and computer technology are two important advancements of this century which are being combined to provide computer-assisted guidance systems. These systems permit the counselor to be more effective by having the computer do the routine and repetitive aspects of disseminating information and in some systems lead the student through a structured approach to C.P.&D.. This allows the counselor to spend more time for student interaction.

Computer systems for C.P.&D. fall into batch process or on-line systems. Batch processing is used only to maintain student records. The on-line vocational information systems and on-line guidance systems are now available. (Drier, 1980). Some of these systems have been developed by commercial vendors

and others by states and local school systems (Snipes & McDaniels, 1981). One of the challenges to the career counselor is to find a computer system which fits into the overall C.P.&U. program for their college and is economical and simple enough for the intended use. A specification should first be prepared by listing the features and functions which the CACDEV (Computer Aided Career Development) system should incorporate. Too often the selection process starts with trying to apply a specific available system which results in compromise at best. The developers of computer career systems are necessarily prejudiced in favor of their particular system. Systems capabilities need to be thoroughly understood prior to committing to a particular computer system.

Several of the currently available computer systems are described in the remainder of this section.

CVIS - Computerized Vocational Information System - This system was developed by the guidance staff of the Willowbrook High School, Willowbrook, Illinois. The system uses Roe's Two Dimensional Classification System to divide occupations into eight interest categories and six levels based on the amount of training required and the degree of responsibility assumed by the worker. Localized information relative to companies in DuPage County, Ill. have been input into the system. Typical of the interactive computer systems, the student sits at a cathode-ray terminal and carries on a conversation with the computer. Once the student has selected an interest category and training level the computer types out appropriate lists of occupations, defines the occupations and provides descriptive information, references to further sources of information, etc. (Herr & Cramer, 1979) The Oakton Community College in Illinois has used this system as described by Bush (1975). A brief discussion of the various subsystems in CVIS is as follows:

1. Career Exploration Subsystem - Students review their test scores, interest and cumulative grades and then explore a two-dimensional matrix model specifying level of training and interest field. The computer generates a list of occupational possibilities which are presented to the student for consideration. The student can obtain 50 and 100 word definitions of any of the 450 occupations contained in the computer.
2. College Planning Subsystem - This subsystem has over 1500 4-year colleges. It indicates interest requirements, admission procedures, college costs, financial aid, majors, size, location, selectivity.
3. Technical and Specialized Schools - This subsystem contains 150 schools within a 50 mile radius of Chicago.
4. Apprenticeship subsystem
5. Employment opportunity subsystem
6. Job selection game based upon 15 variables
7. Military information
8. Transfer planning to Illinois schools
9. Financial aids
10. Career programs at the Oakton Community College.

Seventy-eight percent of the students found the CVIS system was helpful and 48% indicated that it was very helpful. Eighty-four percent of the students rated the quality of the information highly.

DISCOVER I - A Computerized Career Guidance Program - DISCOVER I includes data files about users, occupations, four- and two-year colleges, technical and specialized schools, apprenticeships, military training programs and graduate and professional schools. This interactive computer system contains the following 12 modules:

- a. Entry (learning how to use the program)
- b. Understanding my values
- c. Playing a values game
- d. Learning to make decisions
- e. Practicing career decisions
- f. Learning how occupations can be grouped
- g. Browsing occupations
- h. Reviewing my strengths and weaknesses
- i. Making a list of occupations to explore
- j. Getting information about occupations
- k. Narrowing my list of occupations
- l. Exploring specific career plans.

There is sufficient content in this system to help the student to work through several years of career development exploration (Herr & Cramer 1979). For further information contact James Boyd, DISCOVER Foundation Inc., College DuPage, Glen Ellyn, Ill. This system runs on an IBM 350 and the package leases for an annual fee of \$8250, plus computer costs* (Norris 1976).

ECES - The Educational and Career Exploration System - The objectives of this system relative to the student are:

1. Increased knowledge about ones self in relation to the world of work.
2. Permit the student to explore some of the implications of educational preference.
3. Aid the process of selection of an institution of higher education.
(Note: This system was developed by IBM and the Teachers College of Columbia University of New York under the project direction of Donald Super for high school students.)

Student profiles and self estimates on a variety of factors are placed in the data bank and used as points of reference so that the student can explore tentative career preferences, clarify specific occupations and then proceed through specific problem solving situations relevant to occupations, educational orientation and a post high school search.

PACE -Programmed Assistance in Career Exploration - McDonald Corporation is developing and testing a system involving 6 subsystems which are: (Drier 1980)

- a. Exploring careers
- b. Career descriptions
- c. Military job descriptions
- d. Exploring colleges
- e. Exploring vocational and technical schools
- f. Exploring financial aid.

CIS - The Career Information System - The State of Oregon has developed this system which provides current labor market and educational information for students and social agencies. The student completes the "QUEST" questionnaire

assessing geographical, economic and occupational interests as well as physical abilities and other aptitudes. These are compared to known jobs. The user can then explore the occupations through interaction with the computer (Lee, 1975). For further information contact Bruce McKinley, Director Career Information Center, 247 Hendricks Hall, University of Oregon, Eugene, Oregon 97403, (Norris, 1976).

OIAS - Occupational Information Access System - This computerized system consists of 5 parts: a 25 item questionnaire, occupational descriptions, selected bibliography, cassett tapes and instructions concerning local visits. The guidance system runs on a Hewlett-Packard system 2000F computer, cost is \$7500 plus consultation fees and computer costs.* Contact Bruce McKinley at the same address as indicated above for CIS (Norris, 1976).

EUREKA - This interactive computer system will contain QUEST which is a computerized vocational interest and aptitude test with a file of 228 occupations. It runs on a Hewlett-Packard 2000F computer. For further information contact Jim Stubblefield, Chairman, Counseling, Diablo Valley College, Pleasant Hill, California 94523 (Norris, 1976).

GIS - Guidance Information System - This interactive computer system also contains a number of subsystems including:

1. Four-year colleges - over 1600 colleges nationwide
2. Two-year colleges - 1000 community colleges
3. Occupational files - over 1300 of the 20,000 occupations listed in the Dictionary of Occupational Titles
4. Scholarship information
5. Information on Military careers.

A study conducted by the City University of New York (Heller, Chitayat, Beck, Jaffe, Killian, Pearlman, 1975) of four community colleges using GIS indicated that 78% of the 635 individual students requesting computer information were in the search mode looking for such things as different catagories of colleges, and 21 % requested description of specific colleges or occupations. Breakdown by GIS sub-system were:

Four-year college requests - 45%
Two-year college requests - 4%
Occupational information requests - 50%
Scholarship requests - 1%

Information on GIS may be obtained from Time Share Computer Division, 630 Oakwood Ave., West Hartford, Conn. 06110, (203) 522-0136. Cost of license is about \$9000, initially, and \$8100/yr* subsequently plus computer and/or terminal and telephone modems. According to Norris (1976) this was the most widely used Career Guidance Information System in the United States at the time of the 1976 study. This system is operated in the Capital District by BOCES, with some of the high schools and Adirondack Community College tied into the service. My own experience with the system is that the file structure is complicated enough that it takes some instruction on the part of an experienced individual to effectively conduct efficient searches. Student aids could be

* These prices may be out of date.

trained to provide this assistance to students. Although the Schenectady County Community College no longer has this system, the counselors indicate that it was very helpful in providing quick reference to various types of educational and occupational information.

SIGI - System for Interactive Guidance and Information - SIGI is an interactive computerized system which permits a student with not prior instruction to effectively interact with the CRT terminal. Modules of this system include:

Introduction - The computer illustrates concepts and uses of the major sub-systems listed below.

Values - Examines 10 occupational values and weighs importance of each one.

Locate - Accepts specifications on five values at a time and lists occupations that meet specifications.

Compare - Asks pointed questions and gives specific information about occupations of interest.

Prediction - Estimates probability of obtaining various marks in key courses of preparatory programs for occupation.

Planning - Gives display of programs for entering each occupation, licensing or certification requirements and sources of financial aid.

Strategy - Evaluates occupations in terms of the rewards they offer and the risks of entrance.

A student's dialogue with the system about career decisions takes place in a multiple choice format. The system permits the student to branch through a multiplicity of pathways within the structure. This system is truly interactive in the sense that it not only asks questions which the student answers, but it keeps track of everything that the student has told the computer and builds upon this information throughout the interactive process. Ellison (1978, Article 2) discusses how 11 women students of a community college used SIGI and their reactions. These women were able to obtain occupational understanding and to make career choices through the use of SIGI. Ellison indicates that the prediction system was a special value for returning women students who lacked confidence in their ability, and permitted them to determine what educational level to aim for.

Sampson and Stripling (1979) discuss controlled experiments in the use of SIGI with various types of counseling techniques. The conclusions of this study were that a combination of a structured counseling approach combined with SIGI resulted in the best results. Many students who were not directly involved in the counseling program but came into the Career Center and used SIGI later requested appointments with a counselor. The average time that students spend at the computer terminal varied from 4 to 6 hours for a career counseling group, 2 to 4 hours for a non-structured career counseling group and a control group. It was also found that the structured counseling group had more interest in using SIGI in the future (78.6%) than the non-structured group (50.9%) and the control group (42.1%). SIGI can become the basic module of a community college C.P.&D. program.

One of the aspects of SIGI which makes it of particular interest to a community college is the fact that it is available on a Radio Shack TRS System 80 II microcomputer. The Junior College of Albany has one of these systems

comprising the microcomputer main-frame, floppy disk drive, Cathode-ray terminal and connected printer. Cost of the hardware plus the software programs is about \$6700. A student requires very little instruction - five minutes or less to use the SIGI program. Use of this type of freestanding system gives a Career Center considerable appeal to the students. This microcomputer has enough capability that if the community college has programming students they should be able to program some of the career counseling records for processing on the same microcomputer. Columbia-Greene Community College is currently drafting a funding request for a SIGI system and hopes to incorporate it as a module in their three credit hour Career Planning Course. Further information on SIGI can be obtained from Arthur Kroll, Director, Career Development and Vocational Programs, Educational Testing Service, Princeton, N. Y. 08541, Tel. (609) 734-5165.

Lee (1975) recommends CIS and SIGI for consideration in Community College C.P.&D. Programs.

DISCOVER II - This interactive career guidance and information system is modeled after the original DISCOVER system. There are significant new features and capabilities including availability on microcomputers such as the Radio Shack TRS 80 Model II, APPLE II and ONLINE Computer Systems. In addition, the system has a unique feature, the capability of interfacing with a vidiodisc player which can display pictures of work tasks and work settings of more than 400 occupations and campuses of four-year colleges and universities.

The Computer Applications Committee of the State University of New York (SUNY) Career Development Officers have investigated this computerized career guidance and information system. As a result of their study the Executive Board of the State University of New York Career Development Officers have unanimously recommended DISCOVER II as the most desirable computerized interactive career guidance system available to be used in support of campus career counseling programs. (Source: Letter dated November 5, 1981 from J.W. Keene, Chairman, SUNYCDO, Computer Applications Committee to Dr. Dudley Woodard, Vice President for Student Services, SUNY Binghamton.)

A more detailed description of the capabilities of DISCOVER II is contained in Appendix E.

RESULTS OF INTERVIEWS AND QUESTIONNAIRE RESPONSES

As indicated in the Preface, counselors at the seven two-year colleges in the New York Capital Area were interviewed to obtain their comments on current C.P.&D. (Career Planning & Development) programs at their colleges. Subjects discussed in these interviews are covered in the "Two-Year College Career Counseling Questionnaire" shown in Appendix F. Appendix G contains a digest of these interviews.

This same questionnaire was mailed to a sample of 15 two-year religious affiliated colleges throughout the United States, plus two community colleges. Four of the religious affiliated colleges and both of the community colleges returned the questionnaire. A digest of these responses is contained in Appendix H.

Based upon an analysis of the data obtained during the course of this study, the following is concluded:

1. Part-time students are becoming an important segment of the student body. In general there are less Career Planning & Development opportunities available to evening (and weekend) students than full-time students,

2. Older adult students in certain categories need special consideration and material for C.P. & D. Examples are:

- a. Homemakers who desire to enter the job market for the first time or are re-entering after being out for several years.
- b. Adults who desire to make mid-life career changes.
- c. Adults who become unemployed due to reduced number of jobs in their skill area.

3. There is a major imbalance between student needs for assistance in C.P. & D. and available resources. This suggests the following innovative programs to increase the productivity and effectiveness of career counselors.

- a. Conduct credit Career Planning and Development Courses. A credit course is necessary to motivate the students to do the necessary homework required if these courses are to be really effective. Courses should be tailored to meet needs of each student population, i.e. transfer students, recent high school graduates planning to enter the world of work after obtaining their associate degree or certificate, undecided students, mid-life career change, homemakers planning to enter/re-enter the job market, etc.
- b. Add a computer assisted C.P. & D. system such as SIGI or DISCOVER II. Less than 25% of the colleges surveyed currently have this resource. Microcomputers now make this economically feasible for 2-year colleges.
- c. Conduct more workshops and seminars (with less personal counseling) for those students who are not in a position to take the credit C.P. & D. course. These workshops would treat specific modules, i.e. use of the microcomputer C.P. & D. system plus analysis of results, explore career interests (administer assessment instruments), relationship of values and leisure time to vocation, etc.
- d. Conduct T-groups on values, problem identification and solution, motivation, etc.
- e. Use of paraprofessional career counselors and volunteer representatives from industry, business, labor, education and government as resource experts and to facilitate job exploration and/or work/study programs.
- f. Use of interns from 4-year colleges (juniors & seniors) to man the Career Center, discuss transfer, etc. If a graduate program for counselors is located in the area these internships could supplement the counseling staff.

4. The faculty should do most of the curricula advisement so as to free-up the counselors for career counseling,

5. There should be weekend workshops for the faculty and counselors to permit a better understanding as to how each can supplement the other's efforts.

6. Most of the colleges use assessment instruments. It is not clear that there is always a well thought-through program of the best assessment instrument to use in a particular situation. Nor is it clear that there is in depth

follow-through with the student on the assessment instrument results.

7. There needs to be close cooperation between Career Counseling and Job Placement, so that each supplements/assists the other. The credit C.P. & D. class should include job search, job selection, resume preparation, interviewing techniques and job advancement.

8. Most 2-year colleges do not have separate career counselors. The counseling staff engages in many types of counseling as indicated in the following table. The average time, by type of counseling, estimated by the interviewees and mailed questionnaire returns are shown in this table.

<u>Type of Counseling</u>	<u>7 N.Y. Capital District Colleges</u>		<u>6 Questionnaire Colleges</u>	
	<u>Avg.%</u>	<u>(Range)</u>	<u>Avg.%</u>	<u>(Range)</u>
Educational/Transfer	32%	(10-65%)	28%	(10-50%)
Career Selection	29%	(10-60%)	23%	(10-50%)
Job Placement	16%	(0-90%)	18%	(0-80%)
Personal	19%	(0-50%)	15%	(0-50%)
Financial Assistance	1%	(0-5%)	11%	(0-30%)
Part-Time Work	0		4%	(0-10%)
Other	3%	(0-10%)	1%	(0-10%)

In the smaller colleges where Job Placement is part of the duties of the counselor, this becomes the major activity of the counselor. If these colleges were removed from the analysis, then personal counseling would rank higher - up to 50% of total time. Both the training and interests of the counselor may determine to some degree how the counselor budgets his/her time. A counselor with a degree in psychology may devote more time to personal counseling than a counselor with education and training in career counseling.

The inputs received in this study indicate that the amount of counselor time is about equally divided between freshman and second year students. There is more personal counseling with the freshmen and more transfer/career selection counseling with second year students. Full-time students obtain much more of the counseling staff time than part-time students. It is not clear as to whether the part-time students feel less need for counseling, or whether this results from less counseling office coverage during the evening hours, when the majority of part-time students are present. This subject warrants further study. Perhaps adjunct counselors are needed for the evening hours.

It is not easy to measure productivity and effectiveness of the Career Center/Counseling Office. No yard sticks have been developed. The community college's annual placement report provides an indication as to how well the overall college is doing relative to preparing their graduates to either transfer to a 4-year college or obtain employment in the field of their study. However, many factors such as local economic conditions, can influence employment opportunities. Appendix I is the Hudson Valley Community College's Job Placement/Transfer Report Summary for 1981 graduates and Appendix J is similar data for Schenectady County Community College. Reports of this type can assist the college to assess its program with resultant changes if appropriate.

They are also useful for the college governing body and local community to judge the college contribution to the community. Perspective students might also profit from studying these reports - both in selecting a college and a curriculum.

RECOMMENDED CAREER PLANNING AND DEVELOPMENT PROGRAM FOR A TWO-YEAR COLLEGE

The Career Planning and Development Program in a specific college should be tailored to fit the goals and objectives of that college and meet the needs of the local community. The program outlined in this section is based upon a community college with about 1000 to 2000 matriculated students plus an evening continuing education program of similar size. These recommendations are based upon the literature search conducted in this study, a review of the programs in the seven two-year colleges in the Capital Area and the six two-year colleges that responded to the mailed survey questionnaire.

Staffing of the career counseling office should consist of two or three professional counselors with MS in counseling and several paraprofessional counselors trained by the community college. Volunteer assistants would also be recruited from local business, industry and government who would be trained to supplement the career counseling program as resource experts in their field of expertise and to participate in manning the Career Center. The volunteer assistants would also play a key role in the community outreach program and provide leads for cooperative work experience programs, etc. A primary source for both paraprofessional and volunteer assistants would be recently retired men and women from schools, government, industry and business.

The C.P. & D. program should be individualized to meet the needs of full-time and part-time matriculated as well as continuing education students. Most of the community colleges of this size have a separate Job Placement Office. The Career Planning and Development Program should be integrated with the Job Placement Program so that each supplements the other in a synergistic manner.

For a community college to obtain maximum efficiency and benefit from the Career Planning and Development Program it is important to integrate the capabilities of the faculty as well as the administration, career counselors, paraprofessionals and volunteer assistants. A discussion of one method of effectively accomplishing this objective is presented by Rotter and Mahrer (1978). This paper discusses the General Electric Foundation Summer Institute on Career Education and Guidance conducted at the University of South Carolina. The Institute on Career Education and Guidance brings together teams of five educators - teachers, counselors and administrators and these teams form a "seed" that is later developed and nurtured within the local setting. Their mission is to plan a career education program or expand an existing program within their school. Although it may not be possible for a specific community college to send such a team to the General Electric Foundation Summer Institute on Career Education and Guidance, this concept could be fostered by individual community colleges in weekend workshops held at the community college. A community college career planning and development program cannot hope to achieve the results which are needed and expected from the college if it relies entirely on the efforts of two or three professional career counselors.

This process needs the total involvement of the administration, faculty, para-professional and volunteer assistants to have the kind of multiplying effect which is needed to reach the large numbers of people in the community who need and are seeking C.P. & D. assistance.

The C.P. & D. program recommended in this section contains the following fifteen elements.

1. Career Center - Ideally the Career Center should be located in a central area which has heavy student body traffic. The offices of the Career Counselors and the Job Placement Officer should be readily accessible and adjacent to the Career Center. A secretary, volunteer receptionist or resource volunteer should be stationed inside the Career Center door in order to direct students either to sources of information, Career Counselors, Job Placement Officer, Para-professional Counselors, etc. Space should also be provided for a representative of the State Employment Service if it is possible to arrange with the local State Employment Office to have a representative on campus at least part time. Microcomputers or CRT access terminals, audio-visual equipment, microfiche readers, microfilm readers and other aids should be positioned in the Career Center. A reference library of college catalogues for use in transfer exploration to four-year colleges should be available, along with various U. S. Department of Labor publications such as the Guide for Occupational Exploration, Occupational Outlook Handbook, Dictionary of Occupational Titles, etc.

Desk or table space with good lighting should be provided so that students will have a place to research the available material. Unless the Career Center is under the continuous observation of a secretary or volunteer assistant, it is likely that some of the resource material will be removed by inconsiderate students and thereby lost. If it is not possible to always have a staff member present in the Career Center, then the types of materials which may be removed should be placed in the College Library where there is controlled entrance and egress. Some of the material in the Career Center may have to be placed in bookcases with locked glass doors. The on duty staff member can require the student to leave an ID card for security even though the material is to be used in the Career Center. The Career Center should also contain files on companies, businesses, government agencies, schools and other possible sources of employment. A coin operated reproduction machine should also be located in the Career Center so that students can reproduce material that they may want to retain. Many articles on how to locate, organize, staff and arrange Career Centers have been published. Several that are suggested for further study include: Snell, Webb & Wakefield (1976), Kerr (1982), Reardon, Domkowski & Jackson (1980), Reardon, Zunker & Dyal (1979), Goodson (1978), and Drier (1980).

2. Career Library - The Career Library is an important component of the Career Planning and Development (C.P. & D.) Program. If there is adequate space and the Career Center is always manned by Staff, when open, then the desirable location of the Career Library will be in the Career Center. If the Career Library is not always staffed, or if the main college library is open many more hours a week than the Career Center, then it may be desirable to place general books on Career Planning and Development in the main library with some specialized publications in the Career Center, as indicated in Item 1. In my survey of community colleges I found both approaches being used.

The National Vocational Guidance Association (1980) points out that career literature is often an individual's initial and perhaps only exposure to a specific occupation or occupational field. It is therefore important that the information contained in the Career Library be accurate and as comprehensive as possible.

The Career Counselors should use every opportunity to expose the faculty, student body and community as to the publications available in the Career Library and how to effectively use these publications for C.P. & D. Special instruction should be given on how to use the various U.S. Department of Labor publications, including the Dictionary of Occupational Titles (DOT) (Prediger, 1980). Selection of material for the Career Library should be carefully considered to fit the local situation. Good sources of available publications on C.P. & D. include:

1. "Bibliography of Current Career Information", 1978 Edition, published by National Vocational Guidance Association. (\$3.50)
2. "An Annotated Bibliography of Career Information", R. G. Heideman & S. Piacenza, October 1979, Association For School, College and University Staffing, Box 4411, Madison, Wisc. 53711. (\$10 non-member)
3. U.S. Department of Labor publications (titles and cost available on request).

The Schenectady County Community College Career Library has in excess of 70 recent books on C.P. & D. with over 20 of these books devoted to women and work.

3. Career Planning & Development (C.P. & D.) Classroom Course - In a study conducted by the NVGA in 1979 (Goodson, 1982) 64% of the 98 institutions reporting offered career classes. The number of classes varied from one to four and the number of credits from one to four hours. SUNY Albany offered two classes in the Spring 1982 semester. Categories of course offerings were: career exploration and development (32 colleges), career planning and decision making (27), placement skills (6), career for special groups (3), field experience (3), self-assessment (2) and other (7). Menning and Whittmayer (1979) encourage C.P. & D. classes and their study indicates that these courses usually include an examination of personal, social, and environmental goals, values, abilities and interests, the decision-making process, informational resources, and the how-to of the career choice process. Even large career planning classes can be effective in assisting students to make a career choice.

The lynch-pin of the community college C.P. & D. Program should be career classes because:

- a. It permits the Career Counselor to maximize productivity by reaching a large number of students at one time.
- b. It forces the Career Counselors to "think through" the C.P. & D. process thereby resisting the tendency to "piece-meal" the subject.
- c. It provides the students an opportunity and motivation to study C.P. & D. in some depth.
- d. It provides the training ground needed for the paraprofessionals, volunteers and student assistants.

Much of the literature on C.P. & D. classes recommends that these courses be for credit. Menning and Whittmayer state that "Courses for credit are a proactive approach and freshmen should be strongly encouraged to enroll in

them in their first or second semester of college (encouraged- not required)."

The course model used by the Columbia-Greene Community College (Appendix D) incorporates the basic elements of a good C.P. & D. course. A text book is recommended in addition to class notes, articles, etc. The SUNY Albany Principles of Career and Life Class currently uses, Career Planning, Freedom to Choose, by Shertzer and If You Don't Know Where You're Going, You'll Probably End Up Somewhere Else, by Campbell. Assessment instruments, computer aided C.P. & D., business, industry and government leaders presentations in their areas of expertise, and visits to local work facilities would enrich the course.

4. Use of Computers In Career Planning & Development - As discussed in an earlier section of this paper C.P. & D. is being enhanced by use of several different available computer packages. This is the most important aid added to the Career Counselor's resources during the 1970's. The early systems were costly and most did not provide truly interactive systems which a freshman could operate with assurance. The third generation systems are now available and have substantially overcome the earlier limitations. The recent major break-through in Computer Aided Career Development (CACDEV) is availability of truly interactive systems requiring no student instruction for use on modestly priced microcomputers. This combination brings CACDEV to a stage where at least all medium size community colleges can afford to include this important tool in their Career Center.

GIS (Guidance Information System) is a very useful tool for the Career Counselor but has the following limitations:

- a) The search capabilities are too complex for a walk-in student to use without staff assistance, thereby tying up critical staff resources.
- b) The system is not currently available on a microcomputer thereby requiring expensive telephone lines and interface modems.
- c) The system is not a C.P. & D. package, but an information package. It is therefore only a subsystem and requires Career Counselor interaction to be effective.

The two student interactive systems currently available on microcomputers are DISCOVER II and SIGI (System of Interactive Guidance and Information). As discussed earlier the Junior College of Albany has had a SIGI system in operation using the Radio Shack TR 80 II microcomputer. Their Career Development Office is very satisfied with the overall performance of the system. The new DISCOVER II package has more capability than SIGI currently, and has been recommended by the Executive Board of the Career Development Officers of the State University of New York System. Costs for both SIGI and DISCOVER II are approximately as follows at the current time:

<u>Item</u>	<u>SIGI</u>	<u>DISCOVER II</u>
Microcomputer Hardware	\$5400	\$8500 (1)
Software	2000	800/yr. (2)
Maintenance	1200/yr.	\$680 to \$1020/yr.
Time to Walk Thru all System Modules	3.5 to 6 hrs.	3 to 4 hrs.

(1) Microcomputer with hard disk drive and a colored CRT. If the SUNY System obtains 25 units with floppy disk drive cost is \$5,675 per unit.

(2) First year costs - \$500/yr thereafter.

If Assessment Instruments are extensively used in the C.P. & D. Program DISCOVER II can capitalize on this as the test results are fed into the program and influence career recommendations.

A community college deciding to buy one of these two systems should obtain latest prices and software features and compare with their C.P. & D. Program needs to select the best system for their situation. Currently DISCOVER II seems to have the edge for Community Colleges in the State University of New York System. It is predicted that by 1986 the majority of medium size community colleges will have CACDEV.

5. Interviews and Discussions With Those in Various Vocations - The community college is in the unique position of securing businessmen, government and industry personnel to participate, on a volunteer basis, in Career Planning & Development Classroom Courses, Workshops and Seminars. This important resource should be integrated into the C.P. & D. Program.

6. Assessment Instruments and Remedial Education - Goodson (1982) states that 90% of the institutions responding to the NVGA's 1979 survey offer interest inventories to their students. The most commonly mentioned assessment instruments were Strong-Campbell Interest Inventory, Self-Directed Search, and the Kuder Occupational Interest Survey. Other assessment instruments used by two or more of the 88 institutions reporting were, California Occupational Preference Scale, Career Assessment Inventory, Jackson Vocational Interest Survey, Career Maturity Inventory, Edwards Personal Preference Schedule, ACT Interest Inventory, College Major Card Sort and the Minnesota Vocational Interest Inventory. The Southern Regional Education Board Study (1977) states that "Testing services should be comprehensive including not only proficiency tests, but also vocational interest test, ability and skills tests, and personality tests."

It is recommended that the community college C.P. & D. Program include the above type of assessment instruments, but only on a selected basis to fit individual needs. Good judgement is required on the part of the Career Counselor to prevent wasting tests in situations where benefits will not result from their use. If the assessment instruments indicate the need for remedial education this should be instituted as soon as possible and made mandatory if the student is to remain in the college.

7. Workshops and Seminars - Most community colleges offer various types of workshops. Workshops can vary from several hours to several days in length (Menning & Whittmayer, 1979). Of the 98 institutions participating in the 1979 NVGA survey 87% offered career workshops and seminars (Goodson, 1982).

Some of the subjects appropriate for coverage in workshops and seminars are:

- a. Transition from high school to college.
- b. Study skills
- c. Time management
- d. Stress management
- e. Job selection, placement, resume writing and interviewing skills.
- f. Career change
- g. Academic course change
- h. Job re-entry (adult women in particular, Eliason, 1979)
- i. Assertiveness Training (women)
- j. Values
- k. Family communications
- l. Female aspirations for nontraditional careers (Wilson & Daniel, 1981; Eliason, 1979).

- m. How to use the Career Center
- n. How to use the Career Library
- o. Career fairs
- p. Transition to the 4-year college
- q. Transition to the world of work
- r. Coping with weight problems
- s. How to cope with peer pressure
- t. Adkins Life Skills Program. This program contains 10 multi-media units and is frequently used with various types of disadvantaged youth. The complete program has been divided into four modules as shown in Appendix K. Appendix L is an overview of the Adkins Four-Stage Structured Inquiry Model.

8. Groups - In addition to Workshops and Seminars there is a place for T-Groups, preferably of the contract type. The primary difference is that in Workshops and Seminars the counselor or instructor occupies much of the session teaching and sharing information with varying degrees of participation by the students. In T-Groups, the counselor is the facilitator but the group dynamics direct the course of the session. Butcher (1982) lists several advantages of the group process. "Groups provide for an economical use of the counselor's time; offer a real-life situation in which members can test reality, share feeling, and receive feedback and support from peers; and maximize a climate of cooperation and interdependence among members. Groups encourage self-exploration and provide an opportunity to try out new social skills and roles."

At the conclusion of a workshop or seminar on such subjects as career change, job re-entry, assertiveness training, values, family communications, female aspirations for non-traditional careers, coping with weight problems and peer pressure, a follow-up T-Group by those involved in the seminar or workshop could help to modify undesirable behavior and recognize desirable behavior.

9. Cooperative Work Experience - If staff resources permit, cooperative work experience programs can be very beneficial to the students. Several years ago Schenectady County Community College had a combined school-cooperative work experience program that involved the student body. It required about eight staff members to administer this program and when the grant expired it was not feasible to continue the program. If volunteer assistants are available they might be able to obtain the work assignments under the direction of the Career or Job Placement Office.

It would be worth-while encouraging the students to at least obtain a summer job between their first and second year in their field of study if necessary on a volunteer basis. Certificate Programs would be greatly helped by a cooperative work experience program and either volunteer assistants or the program faculty could obtain the work assignments. A good arrangement would be to have classes in the mornings and the cooperative work experience in the afternoons and Saturday.

10. Course Change - It is tragic when a student completes a two-year program only to decide that he/she is in the wrong career field. Faculty should be alert to detect either a lack of aptitude, interest or motivation for the curriculum and refer the student to the Counseling Officer for discussions

and possible redirection into other degree programs or to certificate programs. The public community college frequently has open admission which is good. If it becomes apparent, however, that the student is not there to learn, then academic standards can be preserved and other students motivated by removing those failing from the program. The failing student should be required to undergo assessment by the Career Office with one of the following courses of action resulting:

- a. Referred to a remedial program if necessary foundation or skills are lacking. Do not re-admit to the college program until the remedial program is successfully completed.
- b. If the problem is assessed to be lack of interest, maturity or motivation, suspend the student from the normal curriculum for one or more semesters with a recommendation the student participate in appropriate workshops, T-Groups or have individual or group counseling. In some instances the student could be put on probation and required to meet weekly with the Counselor.
- c. Recommend the student consider another program with follow-on career planning and development to identify the most likely program.
- d. Counsel with the student long enough to determine where the student would have the best chance to go into the world of work and then turn the student over to the Job Placement Office. Also encourage the student to make an appointment to take the GATB at the State Employment Office to obtain the benefit of their assessment and assistance in finding a job.
- e. The student should not be re-admitted to the college, if in category b. above, until the counselor is satisfied that there has been a sufficient attitudinal change to indicate a good chance of program success.

11. Transfer Counseling - This is an important function of Career Counseling. Many resources can be used to assist this process including; Career Planning Classes, Workshops on 4-year college selection, use of GIS, SIGI, DISCOVER II, Group Counseling and finally individual counseling.

12. Community Outreach - The Career Center can be an important resource to the entire community. Possible outreach programs can include:

- a. Workshops and seminars on timely subjects of interest to community adults e.g. women returning to the work force, mid-life career change, retirement volunteer careers, etc.
- b. Seminars for area high school career counselors.
- c. Availability of the CACDEV computer system for area adults with follow-up Career Seminars.
- d. Job Placement seminars.
- e. Conducting Adkins Life Skills Programs or Mini Series (Appendix K) for disadvantaged youth in conjunction with area social agencies.

13. Exit Counseling - Each student prematurely leaving the college should receive exit counseling, (Southern Regional Education Board Study, 1977). Purposes for this exit counseling include:

- a. Assist individual in identifying a future course of action and making

the necessary transition. Help to identify possible options.
b. Determining departing students perception as to how the college could have been a greater help to the student.

14. Follow-up Studies - The 1977 Southern Regional Education Board Study also indicates that follow-up studies are of major importance in evaluating the effectiveness of the C.P. & D. Program. My survey indicates that the Job Placement Office typically does a better job in this area than the Career Counseling Office. Questionnaires developed by the Job Placement Office should include questions provided by the Career Planning Office to obtain information as to how the C.P. & D. Program can be improved.

15. Evaluation - Annual goals should be established by the Career Counseling Office with evaluation at the end of each year relative to accomplishments versus goals.

CONCLUSION

The above 15 point Career Planning and Development Program may seem overly ambitious for a community college. With proper administrative, faculty and community support it is believed that such a program is achievable. Emphasis on particular parts of this program will vary depending upon the particular college and community needs and resources. Even though C.P. & D. has not yet evolved to the systematic structure found in many academic curricula, this discipline has progressed to the stage that community colleges can proceed with confidence and vigor to fully implement a C.P. & D. Program. Today with high unemployment of youth, this field is no longer optional, but a lynch pin of the community college's usefulness to the community.

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A MODEL FOR THE SYNTHESIS OF CAREER AND LEISURE COUNSELING

Bololand & Edwards (1981)

Step 1. Identify client needs

WHY?

- a. Survey client's past and current interests and activities.
- b. Clarify client values.
- c. Determine potential need-satisfying interest and activities.

Step 2. Identify activities to meet needs

WHAT?

- a. Ascertain needs fulfilled and not fulfilled by activities and interests already experienced.
- b. Determine needs likely to be fulfilled by activities and interests not yet experienced.
- c. Clarify client assets and limitations.

Step 3. Differentiate work and leisure activities

WHICH?

- a. List interests and activities to be investigated for need satisfying potential.
- b. Conduct field research on selected activities.
- c. Divide activities into work and leisure.

Step 4. Facilitate client's participation in selected activities

WHERE?

- a. Assist client to find places and ways in which to engage in chosen activities, some in work and others in leisure.

STUDENT OCCUPATIONAL PLAN OUTLINE - Pasadena City College (Green, 1975)

- I. Background Information Summary
- II. Testing which involves the Kuder, Strong-Campbell, the Hermon-Nelson Mental Ability, Ravens Progressive Matrices and Jackson Personality Research Form.
- III. Skills learned in academic classes (discussion)
- IV. Planning your future. Student assignment.
 - a. What is the position?
 - b. What are the duties?
 - c. What are the educational requirements?
 - d. How is this position applied for?
 - e. How much previous work experience is needed?
 - f. What are the responsibilities?
 - g. What is the hourly work day?
 - h. What and how many meetings does he have to attend?
 - i. How much night work is involved?
 - j. What is the salary range?
 - k. Any other pertinent facts?
- V. Choosing an Occupation. This part of the course uses various audio-visual material. The second part is a review that first tells about vocational education and job preparation and then job attitudes.
 - Choosing Your Career - Part I - 11 minutes
 - Choosing Your Career - Part II - 16 minutes
 - Then Earl Nightengale tapes:
 1. "A Worthy Destination" - Talks about goal setting.
 2. "Miracle of Your Mind" - About creative thinking and problem solving.
 3. "Seek For Achievement" - How the average person can succeed over others.
 4. Know the Job - The Singer, "Job Opportunities Now" Series. Defines and illustrates basic job requirements in the area of communication, mathematical ability and personal worth relationships. Talks about job skills, proper attitudes and education in all vocations.
 5. Know your ability.
 6. How college helps.
 7. What are your interests?
 8. What do you want from your job?
- VI. Occupational Survey
- VII. Entering the Job Market
 1. Where to look
 2. Job application
 3. Letter of application
 4. Resume
 5. Taking an interview

VIII. Insuring Job Success

IX. Reassessment of Career

- 1. Self**
- 2. Skills**
- 3. Occupational aspirations**

PROFESSIONAL CAREER DEVELOPMENT PROGRAM WITH EVALUATION by McClain (1977)

Program Name:	<u>Self-Guided Career Counseling</u>	<u>Career Search</u>	<u>Directions for Change</u>
Author/ developer:	Kathleen Hart Broad	Elwood N. Chapman	Sylvia Walworth, Jane Goodman, Career Development Counselors, Continuum Cntr.
Publisher:	Everywoman's Center University of Massachusetts, Amherst, MA 01002 June 1976	Science Research Associates, Inc Chicago, 1976	Continuum Center for Adult Counseling & Leadership Training Division Continuing Ed., Oakland University, Rochester, Mich.
Target Population:	Women; no age range specified by author; seems appropriate for upper high school age women (lowest limit) with no upper age limit.	No specific population specified by author. Field studies on 2 & 4 year college populations. Sex-free.	Sex-free-men or women; no age range specified. Seems appropriate for those twenty-two on upward.
Program Goal(s)	Self-guided career counseling; to provide an opportunity for personal awareness; methods for the job search (the process of finding a job and getting hired), occupational info.	To make the career search process simple using a step by step approach; use a process of internal and external exploration; and provide a program to motivate the use of resources: people publications and career centers.	Enable a person to become more self- directed in exploring careers.
Recommended Testing Instruments:	None	Interest Inventory: Value Surveys, Personality Surveys, Aptitude Tests, Achievement Tests. Lists examples of each.	None
Activities:	Series of exercises to encourage self- exploration; some original, others adapted from other sources, McCann and Rumpf, Bolles, information sources and specific examples.	Series of activities (programmed style) information, inclusion of tests, counsel- ing, use of resources (career centers).	Series of exercises to encourage self- exploration, some original; mostly adapted from other sources: Holland, Simon, Catalyst, C.E.E.B.

PROFESSIONAL CAREER DEVELOPMENT PROGRAM WITH EVALUATION by McClain (1977)

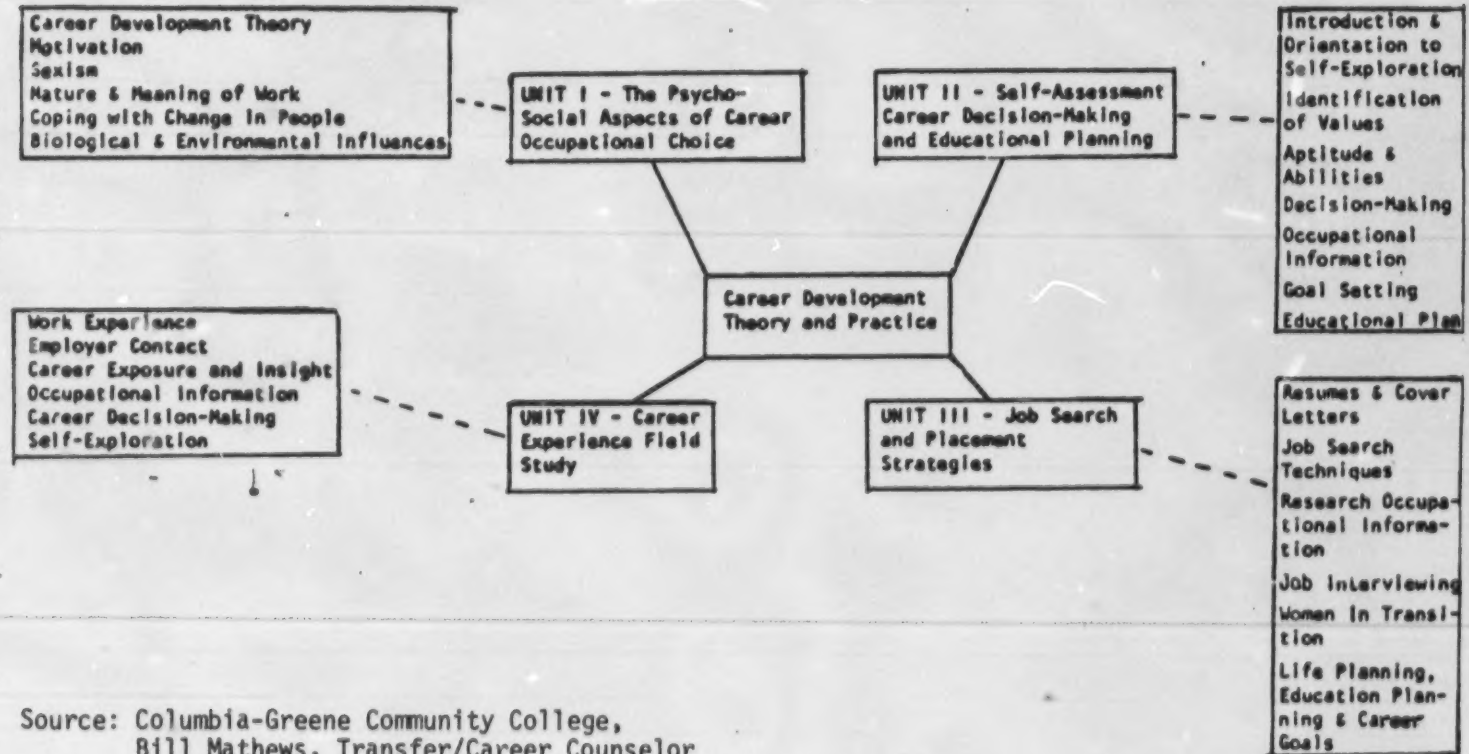
Program Name:	<u>Decisions and Outcomes</u>	<u>How to Decide: A Guide for Women</u>	<u>The Career Guidance Class</u>
Author/developer:	H. B. Golatt, Barbara Varenhorst, Richard Carey & Gordon P. Miller	Nelle Tumlin Scholz, Judith Sesebee Prince, Gordon Porter Miller	Jeff Ferguson
Publisher:	College Entrance Examination Board New York, 1973	College Entrance Examination Board New York, 1975	Walter T. Metcalf and Associates Camarillo, California 93010, 1974
Target Population:	Intended for upper grade high school students, college students and adults. Heavy sex bias toward male, though no mention of sex intended population.	Women of all ages, particularly women who want to return to work or school.	High school students, college students and adults (ages 16 and up)
Program Goal(s):	Learning decision-making skills in order to apply them to personal problems, educational options, or career opportunities.	Designed to meet women's changing needs by increasing their decision-making ability and by helping them apply decision making to planning their lives in a world of broadening opportunities. To make women aware of the broader concept of women's roles.	Exploring career choice in a group setting.
Recommended Testing Instruments:	None	None	Self-Directed Search Work values inventory
Activities:	<u>Student Workbook</u> : series of exercises, information, examples, easy examples, non-specific resources. <u>Leaders Manual</u> : Additional exercises, on-going evaluations, information and examples.	Exercises, case studies to evaluate information, information sources, examples.	Group directed--verbal and written exercises, tests, career center visits, filmstrips.

PROFESSIONAL CAREER DEVELOPMENT PROGRAM WITH EVALUATION by McClain (1977)

Program Name:	<u>Modular Life Planning/Career Development Program (MLP/CDP)</u>	<u>The Art of Career Development</u>	<u>Where Do I Go From Here With My Life?</u>
Author(s)/ developer:	Marcia C. McCann & Teri Rumpf	Robert R. Carkhuff & Theodore W. Friel	John C. Crystal, Richard N. Bolles
Publisher:	Everywoman's Center University of Massachusetts Amherst, Mass. 01002, 1974	Human Resource Development Press Box 222 Amherst, Mass. 01002, 1974	The Seabury Press New York, New York 10017
Target Population:	Adult women	No age range or sex specified by authors. Suggests it can be used with students in regular education settings, i.e. career development along with other educational curricula; counselors for use individually or in group guidance settings; and for parents use with their children.	People-ages 16 to 86, who need to choose a career; are changing a career; unemployed and want to find employment; want an education in life planning or improvement in self-confidence and/or decision-making ability.
Program Goal(s):	To increase women's understanding of themselves as women and as workers.	To teach career development skills as a basis for life development.	Intended to teach the process involved in career development and "hopefully" makes that skill transferable to "life planning".
Recommended Testing Instruments:	Super: Work Values Inventory	None	None
Activities:	Series of modules (planned exercises, inventories) separate, but coordinated. May be used in ordered outline as leaders manual indicates or segments to meet individual needs; measurement instruments and other resources.	Programmed workbook, series of exercises and information that systematically breakdown each aspect of career development.	Programmed workbook and accompanying text. Exercises and information necessary for each aspect of career development. Note: Author rated this program excellent.

APPENDIX D

Individualized Career Development Network Model



Source: Columbia-Greene Community College,
Bill Mathews, Transfer/Career Counselor

A Computer-Based Career Guidance System



**for microcomputers
and mini-computers**

OVERVIEW

DISCOVER II is a computer-based career guidance and information system modeled after the original DISCOVER in content and career development process. The data files and search strategies are similar to those in the original system. DISCOVER II differs from the original in the following ways:

- * It runs on a variety of micro- and mini-computers which will support up to 128 concurrent users, depending upon the hardware configuration employed at your site.
- * It will run on either a standard cathode ray tube terminal or a color television monitor. The latter provides for low cost, color, and capability for use of the videodisc.
- * With a reduction of instructional and simulation material, terminal time has been greatly reduced.
- * Additional strategies to access occupations have been included.
- * It may be enhanced by the addition of a videodisc player and videodiscs displaying pictures of work tasks and work settings of more than 400 occupations and of the campuses of four-year colleges and universities. This option will become available incrementally over the next three years.

CONTENT

DISCOVER II contains four distinct sections. Each of these sections is composed of modules of specific content which can be used in concert with or independently of others.

Section I. SELF-INFORMATION

- A. Introduction
- B. On-line assessment of interests
- C. On-line self-assessment of aptitudes
- D. On-line assessment of values
- E. Summary of self-information

Section II. STRATEGIES FOR IDENTIFYING OCCUPATIONS

- A. Introduction
- B. Entry of interest inventory scores taken off-line
- C. Entry of aptitude test scores taken off-line
- D. Selection of job characteristics
- E. Selection of college majors or high school courses
- F. Summary of occupations developed from all searches

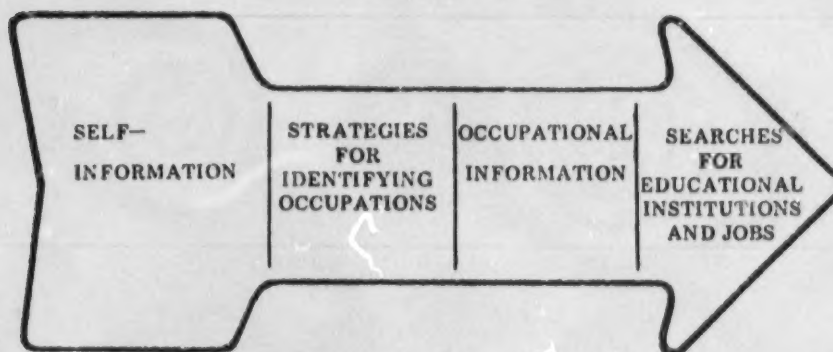
Section III. OCCUPATIONAL INFORMATION

- A. Browsing the World of Work
- B. Detailed information about more than 400 occupations

Section IV. SEARCHES FOR EDUCATIONAL INSTITUTIONS AND JOBS

- A. Nationwide four-year college search
- B. State two-year college search
- C. State technical/specialized school search
- D. Locally developed Job Bank

THE DISCOVER II SYSTEM



THE MODULES AND THEIR CONTENT

ENTRY MODULE

At the beginning of this module, the user provides demographic data for system monitoring and evaluation and then enters a unique number and date of birth. DISCOVER II provides the first-time user with two pieces of content: 1) instruction about use of the hardware, and 2) an overview of the contents of DISCOVER II. The system welcomes back the returning user and provides a directory of alternatives.

SELF-INFORMATION

Assessment of Interests

This module contains the on-line administration of the ninety-item Uniaet (©, American College Testing Program, 1978). When the user completes all items, the computer scores the instrument and interprets it in two ways: recommended regions on the World of Work Map and a Holland Code. A list of occupations for exploration is provided.

Assessment of Aptitudes

Users evaluate themselves on a 1-5 scale in fourteen aptitude areas which relate to job performance. These areas include Leadership/Management, Arithmetic, Mechanical, Manual, Reading, Social, Scientific, Sales, Language, and Organizational. DISCOVER II identifies and lists occupations which require the user-selected ranges and combinations of aptitudes.

Assessment of Work Values

Users assess the relative importance of each of 19 values identified by Donald F. Super in his recent Work Importance Study. The computer provides a list of occupations which have potential to fulfill these values.

Summary of Self-Information

If more than one module has been completed, the system provides a summary of self-information and of the occupations related to it.

STRATEGIES FOR IDENTIFYING OCCUPATIONS

Interests

If the user has taken Uniact, the computer reviews the scores and provides a list of related occupations. The user may also enter scores from this inventory and others--such as the Self-Directed Search, Ohio Vocational Interest Survey, the Strong-Campbell, and the Kudor--DISCOVER II will identify appropriate occupations.

Aptitudes

The user enters scores from off-line administration of the Differential Aptitude Tests, the General Aptitude Test Battery, the Armed Services Vocational Aptitude Battery, or the Career Planning Program (ACT). Using scale scores from any one of these instruments, the computer identifies occupations for which the user appears to have aptitude.

Work Values

By brief self-assessment of Super's work values, the user receives a list of occupations which have potential to fulfill the selected values. If the user has taken the instrument in Section I, the system recalls and reviews these selected values and provides an appropriate list of occupations.

Occupational Characteristics

This search allows the development of a list of occupations by any combination of 10 occupational characteristics, including salary level, educational entry level, types of work environment, amount of travel, and amount of pressure on the job.

Majors and Programs of Study

This strategy allows a user to select either a two- or four-year college major or a high school subject matter area. The computer then identifies related occupations.

Summary

If more than one strategy has been used to identify occupations, a summary will be provided which lists all occupations and the search variables which produced them. The user can then find those occupations which meet more than one set of self- or environmental variables. The system also allows the user to enter the code number of specific occupations and find out why they have not appeared as a result of search strategies.

OCCUPATIONAL INFORMATION

Browse Mode

This module teaches the World of Work Map (©, American College Testing Program, 1978), utilizing the full color and graphic capability of the system. The user may then browse occupations by the World of Work concepts: dimensions (data, people, things, ideas, and combinations thereof) and job families. Lists of occupations in each dimension or job family are provided, along with short descriptions of each occupation.

Detailed Mode

The user receives answers to any of 21 possible questions about each occupation on his/her accumulated list. Fifteen of these questions are updated by the DISCOVER Foundation. The remaining can be answered locally by the use of an easy author language. Pictures of work tasks/settings will be added on a videodisc which will be triggered automatically by the computer.

SEARCHES FOR EDUCATIONAL INSTITUTIONS AND JOBS

Four-year College Search

The user enters a combination of desired variables (location, size, cost, majors, admission selectivity, etc.) and identifies any of the 1800 colleges in the national file which have these characteristics. Displays of information about each college are also available. Later, videodiscs which show campuses and unique features of colleges can be added to the system.

Two-year College Search

Users search a state file of two-year institutions to identify those with desired characteristics. Displays of information about each college are also available.

Technical/Specialized Schools Search

Users identify state proprietary schools which have desired criteria and then receive displays of information about each school.

Job Bank

Users identify available entry-level positions or local employers which typically have job openings. Use of this strategy requires that each local site develop a local job data file.

System-Wide Functions

DISCOVER II has the following capabilities: 1) storage of a unique user record which keeps track of past uses; 2) ability to print any display at user's discretion; 3) ability to "back up" as many as 3 displays and to "erase" variables already selected; 4) ability to exit from any display and sign off or branch to another part of the system; 5) an author language to allow modification or addition of material.

TECHNICAL INFORMATION

DISCOVER II has been programmed and will be technically supported by ONLINE Computer Systems, Inc., (Germantown, MD). The system will run on a variety of mini-computers and on S100-based micro-processors which support CP/M and MP/M operating systems (Digital Research Corporation), including a micro-computer being marketed by the DISCOVER Foundation and ONLINE. Versions are also available for the APPLE II and the TRS 80, Model II.

The goal is to provide software on a range of machines to meet specific customer needs. For more specific information about which systems will be supported, contact the DISCOVER Foundation.

FOR FURTHER INFORMATION, CALL OR WRITE:

DISCOVER Foundation, Inc.
Post Office Box 363
Westminster, Maryland 21157

(301) 848-1113 OR
(301) 321-2515



TWO-YEAR COLLEGE CAREER COUNSELING QUESTIONNAIRE

(Form Can Be Filled In With Pen or Pencil)

1. College
2. Name & Address of Counselor Filling Out Form
3. Number of Full-time Day Students: Freshman Seniors
4. Number of Part-time Students:
5. Majors Offered
 - (a) Associate Degree Programs
 - (b) Certificate Programs
6. Students Transferred In %.
7. Students Transferred Out Prior to Completion of Curriculum %.
(Include Dropouts, Transfer to Other Colleges & Unknown Reasons)
8. Freshmen who Complete 1st year %.
9. Matriculated Students Who Complete Program %.
10. Students Who Go On to 4 Year College %.
11. Past Students Who Secure Employment in Their Field Within 6 Months After
Graduation %.
12. Does Career Counseling Office Also Do Job Placement? (If Not What Office Does?)
13. Number of Career Counselors.
14. Number Other Types of Counselors.
15. Educational & Work Experience of Counselors.

16. Collateral Duties of Career Counselors (Including Any Teaching Assignments).

- (a) Do Counselors Conduct Group Counseling Sessions?
(How many participants, how often, length of session.)
- (b) Any Career Planning/Development Courses Offered?
(Type, Hours/week, required, grade level, teaching material)

17. Are There Job Descriptions For Career Counselors?
(If available please attach a copy)

18. Organizational Placement of the Career Counseling Office. (Attach College Organization Chart if Available).

19. Counseling Hours and Days of Week.

20. Number or % of Students Counseled/Year (Average Number of Sessions and Average Length of Session)

	%	Avg. # Sessions	Avg. Length Session
(a) Freshman			
(b) Seniors			
(c) Graduates			
(d) Full-time Students			
(e) Part-time Students			
(f) Other (Specify)			

21. Type Counseling Provided - % of Those Counseled,

Type Counseling	Freshman	Senior	Other
(a) Career			
- Selection			
- Placement			
(b) Educational			
(c) Student Part-time Work			
(d) Personal			
(e) Financial Assistance			
(f) Other			

22. Is There Follow-up Study of Graduates? (Type)

23. Any Computer System Used? (e.g. GIS, SIGI, etc.)

24. Career Library

(a) Approximate Number of Volumes

(b) Location

25. Assessment Instruments and Intake Forms.

26. Do You Desire a Copy of The Synopsis Results of This Study? ☐ Yes ☐ No

27. Can My Report Mention Your College As Participating In This Survey Without
Associating Answers? ☐ Yes ☐ No

INTERVIEW SUMMARY FOR N. Y. CAPITAL DISTRICT TWO-YEAR COLLEGES

Appendix G

College	# Students F.T./P.T.	# Faculty & Staff, Admin.	# Counselors	Separate Placement Office	# Assoc. Degree Programs	# Certificate Programs	Group Counseling Program	Career Plng. Credit Course	Workshops	Computer Guidance Sys.	Assessment Instruments Used
Adirondack C. C.	1300 FT 1500 PT	153 FT 106 PT	3.5	Yes	22	11	Yes	Yes	Yes	GIS	Yes
Junior College of Albany	880 FT 75 PT	55 FT 23 PT	1	No	22			In Plng.	Yes	SIGI	Yes
Cobleskill College	2350 FT 350 PT	216 FT 4 PT	3	Yes	27	2	Yes		Yes		Yes
Columbia- Greene C.C.	664 FT 636 PT	96 FT 14 PT	2.5*	No	29	9	Yes	Yes	Yes	Plng, SIGI	Yes
Hudson Valley C.C.	5250 FT 1500 PT	367 FT 44 PT	5	Yes	41	1		No	Yes	GJS	Yes
Maria College	454 FT 457 PT	57 FT 21 PT	1.5*	No	11	4	No	No	Yes	No	Yes
Schenectady County C.C.	1230 FT 1860 PT	122 FT 117 PT	4	Yes	18	8	Yes	No	Yes	No	Yes

*Includes Job Placement
FT-Full Time
PT-Part Time

MAILED QUESTIONNAIRE SUMMARY FOR TWO-YEAR COLLEGES

Appendix H

College	# Students FT/PT	# Faculty	# Counselors	Separate Placement Office	# Assoc. Degree Programs	# Certificate Programs	Group Counseling Program	Career Planning Credit Course	Workshops	Computer Guidance System	Assessment Instruments Used	Public or Independent College
Anderson College Anderson, S.C.	1078	44 FT 18 PT	2	Yes	10	1	Yes	No	Yes	No	Yes	I
Brewton-Parker Mt. Vernon, GA	325 FT 460 PT	27 FT 2 PT	1 PT	No	40	7	No	(1)	Yes	No	Yes	I
Greenville Technical College Greenville, S.C.	5551	200 FT 200 PT	7*	Yes	40	?	Yes	No		SCOIS (2)	Yes	P
College X Southwest	2500	150	4*	Yes	50	?	No	No	No	No	Yes	P
Springfield College In Illinois	400 FT 225 PT	21 FT 17 PT	1	Yes	15	?	No	No	No	No	Yes	I
Trocaire College Buffalo, N.Y.	1100 FT 300 PT	64 FT 45 PT	3*	No	8	?	No	No	Yes	No	No	I

*One devoted to Career Counseling

(1) Study Skills Practicum + 2 hrs/wk required of developmental students.

(2) South Carolina Occupational Information System

HUDSON VALLEY COMMUNITY COLLEGE JOB PLACEMENT/TRANSFER RESULTS
FOR THE CLASS OF 1981

Curriculum	# Responses & (% Total)	Employment In Field	Employment Out of Field	Transfer to 4-yr. College	Enter Military Service	Not Seeking Employment	Seeking Employment	Ave. Starting Salary
Accounting	59(88%)	21(36%)	6(10%)	22(37%)	1(2%)	-	9(15%)	\$8,791
Banking, ins. Real Estate	26(93%)	9(35%)	1(4%)	14(54%)	-	-	2(8%)	7,458
Business Administration	81(95%)	14(17%)	3(4%)	64(79%)	-	-	-	12,857
Data Processing	31(97%)	22(71%)	1(3%)	3(10%)	-	-	5(16%)	14,304
Executive Secretarial Science	20(90%)	18(90%)	-	1(5%)	-	-	1(5%)	8,859
Legal Option Secretarial	12(100%)	10(83%)	1(8%)	-	-	-	1(8%)	9,190
Medical Option Secretarial	16(94%)	11(69%)	3(19%)	1(6%)	-	-	1(6%)	8,613
Marketing	63(91%)	28(44%)	7(11%)	20(32%)	-	-	8(13%)	12,254
Criminal Justice	85(90%)	22(26%)	12(14%)	44(52%)	1(1%)	1(1%)	5(6%)	13,596
Early Childhood	41(100%)	21(51%)	5(12%)		-	-	2(5%)	7,795
Human Services	44(90%)	13(30%)	5(11%)	19(43%)	-	-	7(16%)	10,208
Air. Cond. Engr. Tech.	8(100%)	5(63%)	-	3(37%)	-	-	-	11,120
Civ. Engr. Tech Arch. Sequence	25(93%)	8(32%)	3(12%)	14(56%)	-	-	-	9,644
Civ. Engr. Tech Highway Seq.	15(100%)	5(33%)	-	8(53%)	-	-	2(13%)	13,043
Construction Technology	22(88%)	11(50%)	2(9%)	9(41%)	-	-	-	11,200

Appendix I-2

Curriculum	# Responses & (% Total)	Employment In Field	Employment Out of Field	Transfer to 4-yr. College	Enter Military Service	Not Seeking Employment	Seeking Employment	Ave. Starting Salary
Elect. Engr. Technology	69(100%)	44(64%)	4(6%)	10(15%)	1(1%)	-	10(15%)	\$18,303
Ind. Tech. Drafting Opt.	26(90%)	19(73%)	-	5(19%)	-	1(4%)	1(4%)	13,316
Mech. Engr. Technology	20(95%)	6(30%)	2(10%)	8(40%)	-	-	4(20%)	13,531
Automotive Mechanics	58(97%)	34(59%)	3(5%)	12(21%)	1(2%)	-	8(14%)	9,613
Elect. Const. & Maint.	57(98%)	30(53%)	5(9%)	10(18%)	-	-	12(21%)	12,508
Machining Proc.	27(96%)	13(48%)	1(4%)	5(19%)	-	-	8(30%)	14,933
Refrigeration Mechanics	24(100%)	13(54%)	2(8%)	-	-	1(4%)	8(33%)	10,629
Recreation Leadership	17(85%)	5(29%)	5(29%)	6(35%)	-	-	1(6%)	7,812
Biology & Med. Lab. Technology	20(87%)	12(60%)	1(5%)	2(10%)	-	1(5%)	4(20%)	9,940
Dental Hygiene	34(97%)	28(82%)	-	2(6%)	-	1(3%)	3(9%)	12,578
Math. & Science	55(79%)	4(7%)	5(9%)	44(80%)	-	1(2%)	1(2%)	12,540
Nursing	33(88%)	29(88%)	-	2(6%)	1(3%)	-	1(3%)	13,621
Physician's Assistant	19(73%)	13(68%)	-	-	-	-	6(32%)	18,614
Radiologic Technology	24(96%)	18(75%)	-	2(8%)	-	-	4(17%)	12,299
Respiratory Therapy Tech.	20(100%)	20(100%)	-	-	-	-	-	13,192

SCHENECTADY COUNTY COMMUNITY COLLEGE
1981 GRADUATES - PLACEMENT AND TRANSFER SUMMARY

	<u>Number of Graduates</u>	<u>Responses</u>	<u>Continuing Educ. Full-Time</u>	<u>Employed Full-Time</u>	<u>Employed Full-Time in Field</u>	<u>Average Salary</u>	<u>Seeking Employment</u>	<u>Other*</u>	<u>Info. Not Available</u>
<u>CAREER CURRICULUM (A.A.S.)</u>									
Accounting	22	19 (86%)	5 (26%)	14 (74%)	13 (68%)	\$ 9,022	0	2 (11%)	3
Business Administration	15	14 (93%)	1 (7%)	11 (79%)	8 (57%)	11,894	1 (7%)	1 (7%)	1
Criminal Justice	24	17 (71%)	8 (47%)	9 (53%)	5 (30%)	10,026	1 (5%)		7
Electrical Technology	9	8 (89%)	2 (25%)	7 (75%)	7 (75%)	14,009	0		1
Fire Protection Technology	2	2(100%)	0	2(100%)	2(100%)	**	0		0
Hotel Technology	41	34 (83%)	4 (12%)	28 (83%)	24 (71%)	10,111	1 (3%)	1 (3%)	7
Human Services	13	10 (77%)	6 (60%)	3 (30%)	3 (30%)	9,098	1 (10%)		3
Mgt. Engineering Tech.	16	11 (69%)	1 (9%)	10 (91%)	10 (91%)	16,865	0		5
Nondestructive Testing	14	13 (93%)	2 (15%)	10 (77%)	10 (77%)	16,516	0		1
Paralegal Assistant	16	11 (69%)	3 (27%)	5 (45%)	5 (45%)	9,165	1 (9%)	2 (18%)	5
Secretarial Science	1	1(100%)	-	1(100%)	1(100%)	13,000	0		0
	173	140 (81%)	32 (23%)	101 (72%)	88 (63%)	\$11,970	5 (3%)	6 (4%)	33
<u>TRANSFER CURRICULA (A.A. & A.S.)</u>									
Business Administration	24	14 (58%)	8 (57%)	4 (29%)	4 (29%)		0	2 (14%)	10
Liberal Arts/Sciences:									
Mathematics	1	1(100%)	-	1(100%)	1(100%)		0		0
Mathematics/Science	2	2(100%)	2(100%)	-	-		0	0	0
Humanities/Social Science	31	26 (84%)	16 (62%)	6 (38%)	4 (25%)		0	4 (25%)	5
Music-Performing Arts	8	7 (88%)	6 (86%)	1 (14%)	1 (14%)		0		1
	66	50 (76%)	32 (64%)	12 (24%)	10 (20%)			6 (12%)	16
Assistant Chef	19	11 (58%)	6 (55%)	4 (36%)	3 (27%)	7,869	1 (9%)	1 (9%)	8
Clerk-Typist	5	2 (40%)	-	2 (40%)	2 (40%)	8,456	0	0	3
Fire Science	1	1(100%)	-	1(100%)	1(100%)		0	0	0
General Business	3	3(100%)	-	1 (33%)	-		0	2 (66%)	0
Hospitality Management	2	1 (50%)	-	0	-		0	1 (50%)	1
Introduction to Business	1	1(100%)	-	0	-		0	1(100%)	0
Nurse's Aide	22	10 (37%)	2 (20%)	8 (80%)	8 (80%)	7,673	0	1 (10%)	17
Theatre Management	2	1 (50%)		0	0		1 (50%)		1
	60	30 (50%)	8 (28%)	16 (55%)	14 (48%)		2 (7%)	6 (21%)	30
<u>TOTALS:</u>	299	220 (74%)	72 (33%)	129 (59%)	112 (51%)		7 (3%)	18 (8%)	79 (43%)

*Other: Indicates those in military, working or attending college part-time, homemaker, or unemployed by choice.

**Insufficient data available to determine average salary.

Note 1: Only salaries for those working in their related field less than 2 years were used in averaging, with the exception of the Management Engineering Technology program; most of these graduates have all worked in their present jobs more than 2 years.

Note 2: No salary statistics have been computed for graduates from the Transfer curricula, since these programs are designed primarily to transfer to a four-year institution, and not entry into the job market.

Note 3: Because some graduates are both employed full-time, and attending college full-time, some rows will not add up to equal the number of graduates.

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WHO I AM AND
WHERE I WANT
TO GO

TEN
OCCUPATIONAL
FIELDS: HOW DO I
EXPLORE THEM?

CHOOSING
A GOOD JOB
FOR MYSELF

Planning

PLANNING FOR
PERSONAL GOALS

DEVELOPING A
VOCATIONAL
PLAN

Job Search & Placement

JOBS AND
TRAINING:
BEGINNING
THE SEARCH

EMPLOYMENT
AGENCIES AND
PERSONAL
CONTACTS

LOOKING GOOD
ON PAPER

THE JOB
INTERVIEW: HOW
TO BE EFFECTIVE

Work Preparation

WHO I AM AND
WHERE I WANT
TO GO

KEEPING
MY JOB: HABITS
THAT HELP

NAME OF MODULE	WHAT IT DOES	HOW IT CAN BE USED
CAREER CHOICE MODULE \$2,745* **	- Facilitates clients' assessment of interest, abilities, work values and dignifies their prior knowledge and experience - Helps clients explore careers in ten families of occupations - Provides sound strategies and processes for vocational decision making	- As part of assessment intake process - In Pre-Vocational Exploration and Career Education programs - In developing employability plans
PLANNING MODULE \$2,045* **	- Helps clients establish realistic and attainable vocational and non-vocational goals - Teaches immediate and two-year career planning skills - Teaches time management skills and the ability to use resources	- Where people are making dramatic changes in their lives - Where people must shift from dependent to independent living - For populations who have long history of ineffective task completion
JOB SEARCH AND PLACEMENT MODULE \$3,345* **	- Teaches job-getting behavior - Enhances motivation for personal responsibility - Increases ability to control life outcomes	- In work/study programs - By Industry and Private Industry Councils - For credit in Community Colleges
WORK PREPARATION MODULE \$1,995* **	- Teaches good work attitudes and habits as part of pre-vocational training - Helps cut down on employee lateness, absenteeism, poor work attitudes, high turnover and low morale - Increases rate of hiring by private sector	- For introductory World of Work programs - In Summer Youth programs - For on-the-job training or work/study program
* Price includes 5-day Residential Training Program **Shipping charges not included	The Institute for Life Coping Skills Located at Teachers College, Columbia University Box 138, 525 West 120th Street, New York, NY 10027 212-864-6592	

OVERVIEW OF THE ADKINS FOUR-STAGE STRUCTURED INQUIRY MODEL

OBJECTIVES	<u>SYNOPSIS</u>	<u>EVOCATION</u>	<u>OBJECTIVE INQUIRY</u>	<u>APPLICATION</u>
	--show Stimulus videotape and present problem --stimulate group to consider problem area presented --focus attention of group	--evoke responses from all group members --demonstrate knowledge learner has already acquired and dignify the learner --enhance group rapport --categorize group knowledge --raise curiosity	--inquire into what is known by others --find and use new resources --discover new sources of knowledge --test current assumptions about problem area	--apply knowledge gained to problem area --acquire skills --broaden experience --gain success in keeping effectively
ROLE OF LIFE SKILLS EDUCATOR*	<u>MOTIVATOR</u>	<u>EVOCATEUR</u>	<u>RESOURCE PERSON</u>	<u>FACILITATOR AND EVALUATOR</u>
	--introduce unit and objectives --introduce and present Stimulus --observe group reaction to Stimulus	--conduct group discussion in non-judgemental fashion --ask question to elicit what group already knows and feels --record group responses --help group categorize knowledge and raise questions --motivate students to continue inquiry into the problem	--provide resources --assist learners in using resources and making presentations --assist learners in practicing new behaviors --suggest sources of additional knowledge --conduct discussions to assimilate what is learned --provide individual and group counseling when needed	--define and present problem --facilitate students participation in application activities --evaluate student performance --give positive then negative feedback to student --recycle back to appropriate objective inquiry activities if necessary
ROLE OF LEARNER	--views Stimulus relates problem presented in Stimulus to their lives	--participate in group discussion --react to Stimulus on emotional level --share with group knowledge and experience about problem	--participate in all relevant exercises and activities provided in multi-media kit --use resources independently and in small groups --make inquiries and obtain knowledge from resources outside of class --practice new behaviors --discuss new knowledge and insight gained with group	--define, select and carry out individual, team and/or group projects to demonstrate acquisition of effective behavior
UNIT COMPONENTS	--videotaped vignette with high emotional impact	--chalkboard, index cards, tape recorder, mimeograph	--multi-media kit of pamphlets, forms, audio and videotapes, suggested trips	--selected prepared projects and suggested types of projects
DURATION	--10 to 15 minutes	--as long as group can still produce ideas and is interested (approx. 1 hr.)	--as long as group needs to gain insight and acquire new knowledge and skills (usually 5-8 hrs.)	--as long as project takes or until interest wanes (usually 2-3 hrs.)

* In addition to the above, the LSE might conduct individual counseling sessions at various times.